

PERSONAL COLUMN

How desperate is our shortage of engineers, mathematicians, scientists? Very desperate, says practically everybody. And indeed, the evidence piles up remorselessly. The hundreds of teaching vacancies, the thousands of computer programmers, technicians and electronics whizz-kids we are going to need in a few years' time, the basic research we are no longer funding.

People have almost got bored with hearing it all. Prince Charles, just to change the record, spoke at Harvard about the need to foster the liberal academic tradition and got ticked off by *The Times* for speaking out of turn: national figures may only grind on about our technological backwardness at present, it seems.

The two most depressing things about all the breast-beating are that: it is by now glaringly obvious that the way to increase the number of scientists and the way to protect and nurture the liberal academic tradition are one and the same course of action; and practically nothing is being done.

The present Government has foolishly assumed that, more as a result of its exhortation, great numbers of young people would "switch" from arts to science A levels. It hasn't happened - understandably, given the exam system we operate under and the psychology of adolescents. The only way to ensure that a much larger proportion of school students continue with their studies across the arts-science divide is to make this combination the normal requirement for entry into higher education - as it is in practically every other economically advanced country. This would simultaneously "protect" the humanities, enlarge the pool of students qualified to study science, and raise the level of both numeracy and literacy.

More and more people now agree with this analysis. Indeed, A/S levels are a faltering and wholly inadequate genuflection in this direction. What is really needed now is a complete and radical reform of A levels. And already I can hear the groans, see the shaken heads and eyes raised heavenwards. The education system just cannot take yet another "complete and radical reform" of anything. I will be told. And this may be right. And besides, even if the schools could take it, the timetable for



ANNE SOFER

Switch throwing

'More students would study across the arts-science divide if the combination were a normal entry requirement'

implementation would make the reform almost too late to do any good. If the Secretary of State were to make proposals tomorrow, allow a year for consultation and two for trials and syllabus production (all very rushed by previous standards) the first set of new examinations would be sat in 1992; and the first set of higher education graduates to emerge from this system would come in 1995 - well after the forecast "crisis years" of specialist teacher shortage had started, and well after industry will need a new injection of highly numerate and "computerate" graduates.

So now I make a wild but not frivolous proposal - in a spirit of desperation I am surprised not more people share - for an interim solution to the problem.

From a fixed date - September 1989 would be the earliest possible one - mandatory awards for degree courses would be available only to applicants whose A level passes included at least one maths/science/technology subject and one arts/humanities course. Exceptions would have to be made in the case of mature students and "non-traditional-entry" applicants - or alternatively these candidates, together with any A level applicants who were deficient on one or other side of the dividing line, would have to take either an intensive pre-entry crash course, or a supplementary course during their first year of undergraduate study.

Thus within three years we would have a higher education entry, practically all of whom would be qualified to enter at least some undergraduate science courses or combined courses with a scientific element.

I cannot persuade myself that such a course would be popular. In fact, when I tried it out on some present sixth-formers it raised - I have to admit - a howl of incredulous protest. Outrageous! Unfair! Just think of all those brilliant imaginative arts students who haven't even got a maths O level; the scientific geniuses who haven't yet fully mastered English.

Well, wait a moment. For a start they would be a minority. Most A level students would be perfectly capable of studying across the divide. But for those who do go weak at the knees at the thought of either A level physics or A level English, we would need two new A level subjects: one a portmanteau humanities subject, entitled perhaps "the communication of ideas", and the other a general science course that might perhaps be called "scientific understanding in modern society" (which has the handy acronym SUMS).

A lot of thought would need to go into these to prevent them becoming more mushy soft options. Contrary to all convention and precedent, there would be a lot to be said for them being produced centrally, by an intensive team effort, with a view to at

least part of the course being taught through distance learning techniques. We would need to get some of the most stimulating thinkers together - from teaching, from higher education and from industry - and demand from them clear answers.

"What are the precise qualities you have in mind," we would ask them, "when you say that a graduate applicant for a job 'must be highly numerate and understand scientific processes' or 'must be a good communicator'?" And how are we to start teaching those skills and that body of knowledge to an able but unconfident 17-year-old? Devise a course - with materials!

We might be lucky and find that such a group, working at pressure and outside the normal system, might come up with ideas and answers that went beyond the scope of their original brief - just as the Open University's programmes and materials have an influence way beyond its own students.

John Holt - whom I find myself quoting almost more than any other educational writer - once wrote that the best teaching and learning he had ever encountered was his submarine unit during the Second World War. The reason for its excellence was that everybody concerned knew that, unless the techniques and information were passed on rapidly, all those who held keys to the common survival might be dead. A sense of emergency sharpens the mind wonderfully. How to induce it - without merely feeding panic and despair? That is the question!

NEXT WEEK

Primary achievement
What the Select Committee found

Flexible framework
How Staffordshire is creating a new secondary curriculum

Blind panic
Research suggests that GCSE "cascade" training has left teachers in the dark

Creole crisis
John Weightman on the drawbacks of ghetto languages

EXTRA: Travel

THE TIMES

Educational Supplement

FRIDAY SEPTEMBER 26 1988 NUMBER 3665

FIRST PUBLISHED 1910 PRICE 55p

NUT replies to Coventry 'sell-out' accusation

by Barry Hugill

The National Union of Teachers signed the Coventry deal on pay and conditions because it knew that it could not rely on its members to continue the campaign of industrial action, Mr Doug McAvoy, NUT deputy general secretary, revealed this week.

Speaking on Tuesday to a private meeting of union members in the East Sussex area, he said that rejection of the Coventry deal would have meant a decisive split with parents and with sympathizers in all of the political parties.

He added that a final agreement had to be reached before the general election because "no government will put money in the direction of the teachers after an election".

Mr McAvoy told critics in his audience that the NUT had "no apologies" to make about the agreement because "we have made the highest advance that we could possibly have made in the circumstances".

And he assured militants in the union who have accused the leadership of a "sell-out" that there would not be a final agreement until after a special conference of NUT members, or a ballot, or both.

Mr McAvoy conceded that the provisional agreement was short of what the NUT would have liked, especially in the provision of additional posts of responsibility. But he predicted that the union would achieve all that it wanted within a short space of time.

"My prediction is that we will improve on the Coventry agreement, if not by January, then by the next round of pay negotiations," he said.

At the moment, the provisional agreement envisages the creation of two classes of Principal Teachers. One class will receive an additional £2,000 on top of the Main Professional Grade salary of £14,500, the other £750.

"Schools will not be able to run on the basis of that superstructure," said Mr McAvoy. "Once that becomes obvious we will get change."

Negotiations latest, page 8.



Doug McAvoy: no apologies



Many of many tongues: Aji Singh Mann, Haringey's only Sikh teacher, is an inspiring example to pupils at Coleraine Park Junior school, Tottenham, north London. He speaks five languages fluently - Persian, Urdu, Hindi, Punjabi and English. That pales into insignificance, however, when compared with the linguistic diversity at the school, where more than 16 languages are spoken.

Peace studies praised by former US colonel

by Sue Surkes

Pupils in secondary schools where peace studies are taught do not show the signs of indoctrination feared by the Government, a former United States Air Force colonel has found.

In reality, teachers explain complex international relationships responsibly while children seem to bridle at the very thought that staff might try to brainwash them.

The findings are in a pilot study about the influence of education on the public's views of the confrontation between the North Atlantic Treaty Organization and the Warsaw Pact, conducted by Dr Armand Gallo, now senior professor of education at Williams and Mary College, Virginia.

In the latest issue of the *Journal of Educational Administration and History*, he said he chose Britain for his research because of its history of "vigorous" debate about the issues of defence, detente and NATO as an instrument of peace.

His survey, which is complemented by documentary research and earmarked for extension into continental schools on both sides of the Iron Curtain, concentrated on 25 British secondary schools - of which 10 were independent and two voluntary.

Most of the schools touched on the

cold war, NATO, the Warsaw Pact or East-West relations. In some cases or school activity, he found. But staff at schools in the Midlands, Scotland and Wales were more interested in teaching modern history and using the general curriculum to study current events than their counterparts in rural and south-western areas.

Most heads and teachers in the study took a slightly favourable view towards NATO. But despite this, "teachers and heads strongly endorsed a balanced approach to instruction about the issues" - which was reflected in curriculum guides and samples of taped television material.

Pupils' views ranged from outright hostility towards the United States and President Reagan in particular to acceptance that the US was, of necessity, the leader of the western bloc.

The most prevalent view seemed to be that America, by virtue of its power and influence, had to serve as the protector of its much weaker allies.

There were few Campaign for Nuclear Disarmament supporters, Dr Gallo found, because students felt the more radical members of the movement had damaged its ideals by their actions. Some of the strongest CND

supporters were found in independent schools and admitted they had studied its arguments to counter the conservative ideas of their parents and teachers.

The most outspoken anti-CND sentiment came from the maintained sector where some staff members were involved with the campaign and pupils wanted to counter the views they thought their teachers might hold.

Dr Gallo said: "Pupils in the schools where peace studies have been introduced did not display signs of the indoctrination feared by the Conservative Government." And in schools where peace studies had been emphasized, pupils showed an "astonishing" grasp of the arguments on both sides.

In contrast, students in schools where teachers avoided the issues not only lacked knowledge about NATO and the Warsaw Pact but were "unbelievably ignorant" about America's placement of nuclear missiles on British soil.

Dr Gallo concluded: "It would appear that it is a mistake for the schools to avoid the study of current events just because the events might be politically sensitive. If the schools of a democracy do not prepare young people to think critically about controversial issues, who will?"

The crucial stage of training that was supposed to introduce heads of department in secondary schools to the new GCSE left many of them feeling "inadequate, ill-informed and unprepared", according to research carried out by the National Foundation for Educational Research and published for the first time in *The TES* this week.

Investigations in each of the five examining groups covering England and Wales found attendance was low at "phase two" sessions in the Government's "cascade" of training. After these meetings heads of subject departments were supposed to return to schools to pass on what they had learnt to colleagues.

But industrial action meant attendances ranged from 5 to 75 per cent and only the intervention of local authority advisers enabled "phase three" training to proceed in many cases.

Ms Hilary Radnor, the NFER's research officer, says the depth of training received by the heads of department who did attend the two-day seminars was variable.

"When they discovered what coursework entailed they were dispirited in the main and daunted by its implications."

Full report, page 27
L.e.a.s' GCSE worries, page 8

NOTICEBOARD

No 272 CROSSWORD by Ruff

PEOPLE...

David Hardy is the new manager of the PICKUP (Professional, Industrial and Commercial) Updating Programme, in succession to Will Bridge who left to become vice-principal of Newham Community College, north-east London. He was formerly PICKUP regional development agent for Yorkshire and Humberside. Bill Braithwaite, formerly director of operations and director of the policy unit at British Rail headquarters, has been appointed to the British Rail chair in transport management in the Department of Geography at the University of Sefton.

CONFERENCES...

September 29
Industrial Society conference on *Working Together - Education and Training* with Bryan Nicholson and Alister Graham. Details from Amanda Russell, The Industrial Society, 48 Brynston Square, London W1.

October 4
National Association for Education in the Arts conference at the Evin Hall, University of London Institute of Education, 20 Bedford Way, London. Speakers - Dame Mary Widdows, Dr David and Mrs Mary Widdows. Details from Mrs Mary Widdows, 151 Finchley Road, London NW2 7TA.

COURSES...

September 24-26
Managing Pastoral Care: some problems, issues and solutions at Beeston Hall Conference Centre, Old Woodhouse, near Loughborough, Leicestershire, organized by the Leicestershire and Northamptonshire Branch of the National Association for Pastoral Care in Education. Members £2, non-members £3. Details from Hilary Birch and Gowan Wharrier, NAFPE, conference secretaries, Newbridge High School, Forest Road, Coalville, Leicestershire.

October 9
Industrial Society NW Region and Associated Examining Board conference for industrialists and teachers at the Excelsior Hotel, Manchester Airport. Fee £28.75. Details from John Francis, AEB, Stag Hill House, Guildford, Surrey.

October 18
National Association for Remedial Education conference on *Educational opportunities for all* at Edge Hill College of Higher Education, Ormskirk, Lancashire. Speakers include John Fish and Professor Sally Tomlinson. Sessions will be held on recent developments in special educational needs, approaches for 14-15 year-old pupils, computer-assisted learning, behaviour difficulties, language difficulties, parental involvement and new directions in mathematics. Fee £15. Details from Mr Stephen Atty, 90 Wyndford Road, South Shields, Tyne and Wear. Tel: 0689 240 757. Details from a detailed address at 10.00.

EVENTS...

September 24-26
Dealing with sexual harassment at work at the University of Bristol School for Advanced Urban Studies for organizations which have developed a policy on sexual harassment at work. Fee £210. Details from Trine Nicholls, course secretary, SAUS, Rodney Lodge, Grange Road, Bristol BS8 4EA.

September 27
Nuffield-Crisp Curriculum Trust course for advanced biology teachers at the University of Birmingham Faculty of Education from 9.30am to 5pm. Fee £8. Topics for discussion include animal development, genetics, behaviour and ecology. Details from the trust at King's College, 582 King's Road, London SW11 0 QUA.

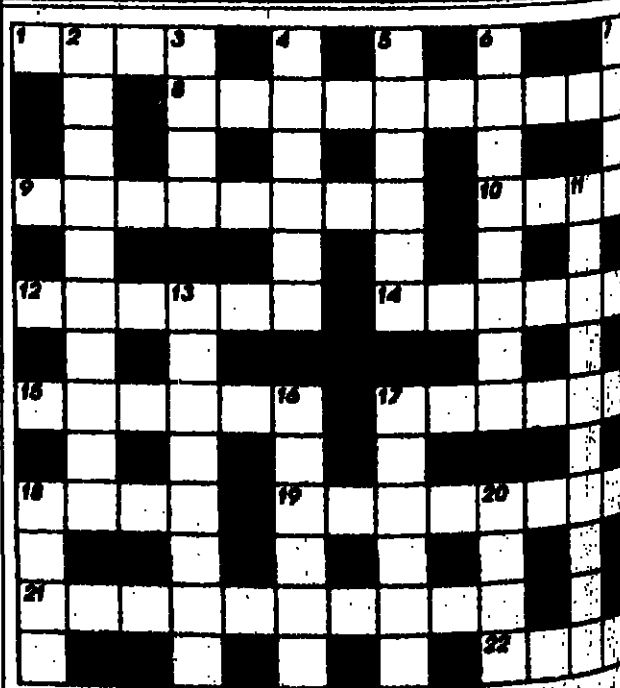
October 11
Working with special needs children in the ordinary and special school - classroom and individual management at Castle Primary College, Wallingford, Oxford. Mr Colin McCall and Dr Peter Gurney. For teachers in ordinary schools and members of staff from special schools operating outreach or support services in local schools. Fee £12. Details from the Castle Primary College, Thames Street, Wallingford, Oxford OX11 0 QHE.

September 19
Reading University's geology department open afternoon for anyone interested, especially those from schools and industry, to find out about the department's teaching and research activities. From 2pm to 5pm.

September 22-26
Exhibition on Hong Kong and Singapore in conjunction with the Commonwealth Institute at Guildford Teachers' Centre, Pewley Hill, Guildford GU1 3SQ.

Until September 27
A display of mixed-media materials on Festivals in the Commonwealth of interest to teachers considering projects at the Commonwealth Institute, Kensington High Street, London W8 6NG. The exhibition on the West Indian House and Home on traditional Caribbean architecture, organized by the Caribbean Conservation Association will continue until September 28.

From September 30
Nene College Northampton annual lecture series on Science and Society is open to local sixth-formers, students and members of the public. The programme of lectures will take place on Tuesday evenings from 7.30pm-9pm at the Park Campus, Boulton Green Road. Full course fee £4, individual lectures 50p, senior citizens and students free. Details from the course tutor, David George, Nene College, Northampton NN2 7AL.



Across
1 Descriptive of a sharp drop in sweet production (4)
2 Amazed by a dis-honest arrangement (10)
3 Out to the opening ball from a spin-bowling (2-5)
4 Badly made cheese (4)
5 Is deep, perhaps, but may be detected (6)
6 The bench is slight (6)
7 Hasty, too, ever mean, yes (6)
8 Stop after reducing good map (6)
9 Inactivity about the night (4)
10 phony, also part of variation (6)
11 A metal ring designed as part of the harness (10)
12 Unsurprised shivers (4)
Down
1 Cool in safe out-rageous - get take away (10)
2 Plaster for an eye (4)
3 Come to a sober conclusion (6)
4 Dangers for those mounting ladders on head (5)
5 It will contain a fly (2)
6 He fell out of sympathy with his partner (4)
7 Introduction, also an increase (6)
8 Flower stem up in spikes (4)
9 One in a million (4)
10 Is such a month? (4)
11 Subject to publicity (4)
12 School to work (4)
13 Overstressed (4)
14 Letters (4)
15 Feedback (4)
16 Review/books/art resource/medial national column (4)
17 And crossword (4)
18 Classified (4)

THIS WEEK

COMMENTARY 2
DIARY 5
SCHOOL TO WORK 14-15
OVERSEAS NEWS 20-21
LETTERS 22-23
FEEDBACK 24
REVIEWS/BOOKS/ART 25-27
RESOURCE/MEDIA 28-29
NATIONAL COLUMN 30-31
AND CROSSWORD 32
CLASSIFIED 37



All done by modules Platform, page 4



Top jobs pages 6 & 12



Primary achievement 14-15



Chat to language Review page 26



EXTRA: Travel pages 43-54

Put up or shut up on primaries

The House of Commons Select Committee's report on primary education (pages 14 and 15) should be greeted with loud and prolonged cheers. Politicians and the public have now been told, by their own watchdogs, to put up or shut up. The only way to raise standards in primary education is to spend more money on it.

There are three key recommendations which hammer home this view. First, primary schools can only improve if they have more teachers - one per class is not enough. Second, primary teachers should not be paid less than secondary teachers simply because they are handling younger children. And third, it is useless for governments to say that children are entitled to a particular curriculum, irrespective of where they live, unless they are also entitled to appropriate resources.

Several other recommendations reinforce the message - about school maintenance, class size, helpers in reception classes, and many more. Give primary teachers the tools, the committee is saying - and only then can you expect them to do a better job. Inevitably perhaps, from a committee whose investigations explored every by-way of primary and pre-school education from the cradle to the Department of Education and Science, these recommendations have to be dug out of a thicket of detailed and sometimes impenetrable analysis, and disentangled from others which may be less enthusiastically received by the primary world.

On the central issues of curriculum, standards and objectives, the subtle and sophisticated arguments that the committee seems to have been happy to accept from the professionals - and in particular their own professional adviser, Mr Norman Thomas, the retired chief inspector for primary - are pitched at a level more suited to Mr Thomas's successors in HMI than to the average school governor or member of parliament.

At that level, they provide useful clarifications. The argument that the work of the Assessment of Performance Unit should be used to identify the range of existing attainment of children at various ages, rather than trying to dream up measures of underachievement or sets of detailed objectives, is a particularly helpful one.

The proposed Curriculum Council, designed as a public forum to advise the Secretary of State, is a fine idea - but now HMI and DES officials have had such fun issuing their own curriculum guidelines, it is hard to imagine them willingly handing over the job to a quango.

The best we can hope is that secretaries of state take the committee's advice to stick to very broad general outlines, without embroidery, when it comes to curriculum guidance.

Down at school level, the report covers familiar DES and HMI ground, with curriculum co-ordinators (their job still sounding pretty hard to define, even with enhanced staffing); mandatory curriculum guidelines; elaborate schemes of work; and (a newer idea) school development plans agreed by schools, governors, and local authorities.

It is a pity that the committee did not further develop the notion of curriculum entitlement, and then link that to the useful idea of school development plans, taking account of established national requirements but leaving aside the details of how schools should organize themselves, and every aspect of their curriculum.

Primary schools in some authorities already feel they are expected to dissipate their energies producing impressive statements for governors, i.e. a.s. and inspectors rather than improving their work with children. The present Education Bill looks set to increase the piles of paper.

The idea of a short-term school development plan seems a much more powerful tool than the guidelines

and schemes of work now in vogue, and fits the way in which good schools develop. Teachers and governors would have to set priorities. Specific and limited needs for resources, in service training and specialist help would be identified, and the plans would provide an agreed basis for appraisal. Schools can hardly be expected to do all this and produce detailed schemes of work too.

But a lot of the recommendations in the report are highly practical, and should be welcomed by those concerned. The much-publicized recommendation on the act of worship is a reasonable compromise in an area where feelings run high.

The section on under-fives suggests sensible ways of co-ordinating services and providing parents with up-to-date information about existing provision, supporting the voluntary sector where necessary, and ensuring that reception classes taking four-year-olds are properly staffed and equipped.

The compromises are too realistic to please the more militant pressure groups - but if they were implemented - a big if, given previous failures to co-ordinate under-fives provision, and the willingness of some schools to take very young children with very little thought as to their needs - they could make a considerable difference to children in all kinds of schools, nurseries and playgroups.

The teacher-training section will cause jubilation in the colleges and furious gnashing of teeth in the DES. The committee's indictment of Sir Keith Joseph's Council for the Accreditation of Teacher Education, and its effect on primary training, and the call for a return to the status quo ante may be somewhat intemperate, but it is also well-argued.

All in all, the committee has provided a useful handbook on the state of primary education, and a resounding call for the nation to take its primary children and teachers more seriously. Let us hope someone out there is listening.

COMMENT

Hammering the HMC

Among those invited to address the Headmasters' Conference this week was Correlli Barnett, author of *The Audit of War* and scourge of the Oxbridge-public school tradition. Mr Barnett duly obliged with a forthright and uncompromising attack on the anti-industrial baggage which the English upper classes and their educators have carried about with them since the time of Dr Arnold, and which in Mr Barnett's view has continued to dominate the education of the high-flyers till very recently.

The style of Mr Barnett's presentation is nothing if not full-blooded. He is not one to pull his punches. Nor is he bothered over much about which came first, the anti-industrial culture or the anti-industrial academic tradition. His main concern is to shock the English education establishment out of any complacency which may have survived the trauma of recent years, and rescue the Top People's schools from their old academic snobberies.

The HMC rather enjoy this. It makes them feel proud of their open-mindedness and readiness to face criticism. Secretly (or not so secretly) they agree with a lot of it. But they also find the analysis stronger than any prescription based upon it. It is one thing to identify the characteristics of British culture which have contributed to the decline of manufacturing industry; quite another to suggest that the schools can somehow be disconnected from it when the best jobs and the highest prestige are still to be found in the City and the professions; not in engineering and technology (with electronics and information technology the great exceptions).

Mr Barnett implies that all this is changing; perhaps he is right. If so, far as the Thatcher years really do constitute a cultural revolution, the schools

context will change and the educational system will respond far more rapidly than most of its critics imagine. But this will not take the form of a stampede out of the arts and social sciences into engineering and technology unless or until the reward structure in employment changes.



Edinburgh: U-turn venue

Burning the Green Paper

Mr Kenneth Baker's speech to the university vice-chancellors and principals at Edinburgh on Tuesday signalled the most spectacular U-turn in education policy since Mrs Thatcher came to Number 10.

Most significantly, Mr Baker sought to escape from the negative and restrictive posture which Sir Keith Joseph had adopted in his lamentable Green Paper on higher education last year. The 18 to 19-year-old population is going to decline sharply - a fall of

a decade. But the needs of employers are not going to decline. Employers will be looking for more newly-qualified staff, not fewer. It was as if he had decided to reply to the vice-chancellors a tape of their own criticisms of the Green Paper. "If we want to maintain the condition of economic growth, we must try to increase the general level of education in the population, as well as trying to meet specific manpower needs." Hear, hear. It is excellent to know that "this aim underlies all the Government's education policies". There have been times in the past four years when anything as expansive and all-embracing as this would have been regarded as lacking the quality of "rigour", the pursuit of which had earlier persuaded Sir Keith that higher standards and fewer students should be the Government's aim.

Of course, as Mr Baker pointed out, obliquely, the Government's worst intentions were frustrated by events (and in particular by the polytechnics and their local authority sponsors) and student numbers have risen, rather than fallen. But now Mr Baker is pinning his colours to the mast: "Access should therefore be the password throughout the education system: we must have a system that allows and encourages everyone who wants to improve their education and career opportunities. I want to encourage all young people to see the 16-19 period as primarily an opportunity to improve their education and qualifications".

This is hardly a revolutionary sentiment for a minister of education to utter, but it is a measure of the negative effect of Sir Keith's mistaken analysis that these platitudes from Mr Baker should sound so fresh. Mr Baker is right: more education is what the 16-19s need, not just a two-year head-on in full-time education; and the education component of the YTS needs to be improved and enlarged

it rivals what the West Germans offer their young people (or what the Education Acts of 1918 and 1944 promised the British but never delivered).

But Mr Baker's commitment to expansion and wider access did not blind him to the financial reality. He promised more money - he squashed the idea that any university would be forced to close - and no doubt the public expenditure plans to be announced in the autumn will show the universities have been deprived from the worst of what the University Grants Committee had threatened. But Mr Baker clearly believes that expansion will have to be funded from a variety of sources of which the Treasury is only one, and in particular, expects student support to be diversified with loans, industrial sponsorship, other forms of scholarship, work and what-not.

More sponsorship by firms is clearly likely, but there are obvious limitations on what is possible or desirable and real difficulties about "tied" loans for future employers, whether in the public or the private sector. Some sort of graduate tax may well end up as the fairest and most easily managed scheme, relating repayment directly to earnings and therefore safeguarding the position of those who enter less well-paid fields of public service. One way or another, if loans are introduced, future employers will have to pay the market price for graduates. And if that market price includes the repayment of a loan, graduate salaries will have to rise to reflect this.

no comment

"They learned what it is like to work and manage in industry by setting up businesses making fire engines out of Lego blocks and bags out of old jeans."

From Industrial Society education briefing.

Second opinion The road to Coventry - and back

It is unfortunate that a major Peter Smith's "Whose laws" (TES, September 12) was written by the National Association of Schoolmasters/Union of Teachers' opposition to Coventry upon a desire to grab the cry "sell-out".

Nothing could be further from the truth. The fundamental NASUWT opposition is a judgement that the mainstay Main Professional Grade is too low. New entrants will take the achieve this maximum.

To offer at any one time a salary to two-thirds of your pay of £14,500 after 15 years is simply not in the judge. NASUWT, attract enough pay sufficient calibre to deliver the education service everyone else is even more depressing the alongside the concessions to have made on the contract appraisal.

The shape of the structure upon NASUWT thinking, is crucial to the collegiate approach high Main Professional Grade designed to establish the primacy of the classroom teacher. The collegiate approach implies a promotion system would away. Only clearly disciplinary responsibilities would allowances.

This is admittedly a fuzzy point of difference between UWT on the one hand and AMMA on the other. NASUWT with the hierarchy to continue. Hence, their wish to allow a low maximum to the order to facilitate several allowances between MPG and Head. The whole point about MPG was that all teachers would additional responsibilities.

The problem is that teachers accepted a very onerous definition of the contract attached to the without commensurate salary. Clinging to the hierarchical system is only those who will receive £2,000 allowance who will come to achieving acceptable salary.

The ACAS exercise is vital. It is simply a routine annual negotiation is a fundamental review of salary and structure of the contract coupled with the introduction of a revolutionary formal system appraisal for all teachers. It will be scene for the next 20 years and longer.

It was only the courageous leadership of the NASUWT that resisted the 1985 pay dispute and setting up of the ACAS talks. A long-term strategy of NASUWT proving itself right. Restructuring the contract had to be achieved. Agreement needed to be achieved with the employers to continue the run-up period to the next election. There is no better time now for teachers to secure solutions the fundamental problems that the profession.

The NASUWT remains generally perplexed as to why agreement was rushed at Coventry. Nobody expects to make such fundamental decisions. Yet the final result of Coventry represented only marginal improvements over the management's original offer.

The NASUWT sincerely believes that the interests of teachers and the long-term health of the education service require all the necessary to review the situation. Coventry was radically improved. If it is not year or two of peace may have brought at the expense of long-term misery.

Nigel de Grouchy

Nigel de Grouchy is deputy secretary of NASUWT.

Plan to improve image of gays prompts backlash

by Jeremy Sutcliffe

The attempt by a Haringey council sub-committee to get schools to teach positive attitudes towards homosexuals is now in doubt. It is faced with a threatened backlash from parents' groups, disquiet among teachers, and possible intervention by the Secretary of State for Education.

Two parents' groups in the north London borough are campaigning against the proposal. One of them, the Parents' Rights Group, is threatening to withdraw children from school if the plan goes ahead.

The leader of the group, Mrs Patricia Heald, said several teachers had told her they would resign rather than implement the policy. If necessary, parents would set up private classes with the help of these teachers, she said.

The group is also considering organizing a referendum among Haringey ratepayers. "We are being advised by a solicitor free of charge on this and he has told us we can defeat the plan if we get two-thirds majority. It will be a big task and it will be expensive, but we are determined to win and we will not back down," she said.

Mrs Heald's group has already said it would take direct action over a controversial book about a young child living with two homosexual men.

which Mr Kenneth Baker has dubbed "propaganda". Copies of the book, *Jenny lives with Eric and Martin*, are on the shelves of Haringey libraries and the group has said it will remove and burn them.

A second group, the Tottenham Parents' Group, has written to leaders of the council, expressing concern about the plan, and asking for it to be withdrawn.

The policy statement, based on the Labour group's election manifesto, commits the council to provide extra funding for anti-racist and anti-sexist education, and to "promote positive images of gay men and lesbians".

The council's lesbian and gay sub-committee decided on June 9 to send letters to all school heads inviting them to bid for the extra funds. It also pointed out that they were expected to produce an equal opportunities policy in the next 12 months, including a commitment to promote positive attitudes towards homosexuality.

The decisions received extensive press coverage, and it has now emerged that the letters, due to go out at the beginning of September, have not been sent. Heads are now sceptical that the policy will be implemented because it has yet to be considered by the education committee.



Ron Bell: can see why parents want to burn books on gay 'family'

A lone voice who speaks for many

A Conservative councillor in the north London borough of Haringey has been appointed as spokesman on lesbian and gay issues. Mr Ron Bell, a married man with a grown-up family, is thought to be the party's first spokesman on the subject.

He is now entitled to sit on Haringey council's lesbian and gay subcommittee. As an opponent of the ruling Labour group's recent manifesto statement on the issue, he is likely to be a lone voice in the committee.

But Mr Bell claims his views are shared by an overwhelming majority of parents in the borough. A recent Tottenham Conservatives' petition calling for the idea of "gay classes" to be

dropped attracted signatures at the rate of 500 an hour.

"The great majority of parents have nothing against lesbians or gays, but feel that talk of lessons in schools is intended to be a wind-up. It has certainly succeeded in that," he said.

"Personally, I have got no objections to 13 and 14-year-olds discussing this issue. But I understand there are plans to start teaching it in the nursery schools. That's what is written in the manifesto."

"I have spoken to headteachers and they feel that this sort of education could be misused by some teachers. It could do a lot of harm - including to the lesbian and gay community because it

could lead to a backlash. "I hope that Kenneth Baker will step in and alter the law. I am sending him weekly information, including press cuttings and letters, to show the feeling of the people of Haringey."

Mr Bell does not support the view that parents should withdraw their children from school if the policy is implemented. But he is fully behind the campaign to remove copies of the controversial gay education book, *Jenny lives with Eric and Martin*, from Haringey library shelves and burn them. "I can see the point of burning the book. It is more like a pornographic book than a serious educational book," he said.

Boycott after school death

Bangladeshi parents are said to be keeping their children away from Burnage high school in Manchester following the death of a pupil after a playground incident.

A 13-year-old boy has been accused of the murder of Ahmed Iqbal Ullah, aged 13. He was removed into the custody of the local authority under a secure accommodation order and is due to appear before Manchester Juvenile Court again today.

Standards of discipline at the lower school section of Burnage High School were recently condemned by an I.E.A. inspector as reported in *The TES* on August 22.

Power queried

A High Court judge has queried whether local education authorities can legally provide such services as speech therapy.

Mr Justice McCollough adjourned on Wednesday a case in which the parents of a 9-year-old boy, Allan Wallace, were claiming that Oxfordshire county council should be providing speech therapy for their son.

The judge said he was not convinced the Education Secretary had the power to include the provision of non-educational services in the regulations that govern the operation of the 1981 Act on special educational needs.

The judge wants to hear the views of the Department of Education and Science on the legality of the regulation and the views of the Department of Health and Social Security before the case proceeds.

German success

West Germany seems to be more successful than Britain in keeping pupils in education until the ages of 17 and 18, providing attainable goals for them to work towards and not blivng pupils off from the mainstream of general education, HMI say in their first published survey of overseas education.

Full details, next week.

HE hopes raised by Baker pledge

The Secretary of State for Education pledged this week that "no universities will close". Mr Kenneth Baker told vice-chancellors' meeting in Edinburgh that he wanted to see more young people and adults go into higher education, but gave no firm promise of extra Government finance.

The speech, delivered to the Committee of Vice-Chancellors and Principals at Edinburgh University, has been seen as a clear commitment by Mr Baker to a return to expansion of the universities after years of contraction. Mr Maurice Shock, the CVCP chairman, said: "The conversion course is not a moment too soon if we are to meet the needs of our economy and society."

Mr Baker said he wanted to see a greater proportion of people going into higher education. But he did not agree that expansion should be paid for by the taxpayer or the ratepayer, because of severe pressures in the medium term on public expenditure. New ways of financing higher and continuing education would have to be found.

He spoke of two possible sources of private funding: student loans and sponsorship by employers who would pay off loans students took out to finance their education. Both schemes are under examination by a Department of Education and Science review of student support chaired by Mr George Walden, education minister, which is due to report at the end of November.

It is still unclear whether any extra Government cash will be provided to pay for expansion. At the moment, the Cabinet is committed to cutting expenditure to the universities by 2 per cent a year for the next two years. The vice-chancellors are now hoping for a commitment from the Chancellor, Mr Nigel Lawson, in his autumn budget statement, due early in November, to a reversal of that policy and more money for expansion.

Mr Shock said the universities were eager to increase student numbers and were committed to helping schools and early specialization.

"But these and many other desirable ends cannot be achieved unless the policies are reversed as well as the speeches changed," he added.

The vice-chancellors have approved a draft paper on a scheme to supplement student grants with loans, to be paid off within five or ten years of a student starting work.

The proposal suggests a 50-50 split between grant and loan, to a present ceiling of £2,400.

The VCs will decide whether to go ahead and back the scheme in November.

ment of Education and Science review of student support chaired by Mr George Walden, education minister, which is due to report at the end of November.

It is still unclear whether any extra Government cash will be provided to pay for expansion. At the moment, the Cabinet is committed to cutting expenditure to the universities by 2 per cent a year for the next two years. The vice-chancellors are now hoping for a commitment from the Chancellor, Mr Nigel Lawson, in his autumn budget statement, due early in November, to a reversal of that policy and more money for expansion.

Mr Shock said the universities were eager to increase student numbers and were committed to helping schools and early specialization.

"But these and many other desirable ends cannot be achieved unless the policies are reversed as well as the speeches changed," he added.

The vice-chancellors have approved a draft paper on a scheme to supplement student grants with loans, to be paid off within five or ten years of a student starting work.

The proposal suggests a 50-50 split between grant and loan, to a present ceiling of £2,400.

The VCs will decide whether to go ahead and back the scheme in November.

year numbers in a second group of subjects, which include languages, environmental sciences and professional and vocational studies. The officers regard these cuts as "marginal" but admit that the worst-hit group will suffer "significant reductions".

The proposals will include several recommendations for institutional mergers, including one which would offer a reprieve for one of the two colleges threatened with closure under the original NAB scheme issued in April. This would bring Rose Bruford College of Speech and Drama under the wing of the new London Institute.

The NAB secretariat is recommending cuts averaging 6 per cent in first

WHY HAS AMMA GROWN
—FROM 75,000 TO—
115,000 MEMBERS
IN THE LAST 8 YEARS?

AMMA IS THE UNION

1 which represents classroom teachers and classroom teachers alone.

2 whose policies are never imposed by a small, over-powerful Executive.

3 which strikes the balance between protecting members' interests and acting professionally.

4 which treats members as individuals with minds of their own.

If you want to know more about AMMA, see your School or College Representative, or write to us at



Assistant Masters and Mistresses Association
7 Northumberland Street, London WC2N 5DA

JOIN BEFORE 5 DECEMBER

pay only our 1986 subscription rate but cover membership right to the end of 1987

Flexible framework

Hilary Wilce profiles Dinah Tuck who will become the only woman chief education officer when she takes up a new post with Walsall at the beginning of next month

Step up for an 'honorary chap'

Dinah Tuck makes a good honorary chap - a mantle which, she says, has been settled on her as she has risen through the education service.

A robust, cheerful woman of 40, she has a clear view of her skills and ambitions, and a forceful appetite for work. And while she is not slow to voice abrasive views of her more hide-bound colleagues, she also obviously possesses fine antennae for power relationships and how to play the game of getting on.

Her supporters enthuse about her capacity to listen and her ability to forge good relationships with politicians of all persuasions. Less kind observers say she is not above some judicious politicking when it suits her interests.

All of this makes good material for a director of education, which is what she becomes next month when she leaves her present position as deputy director of Brent's education service - and currently acting director following the precipitous departure earlier this summer of Mr Adrian Parsons, the director.

Once installed in the top post at Walsall, she will be the country's only

'I thought to myself: I can play that game as well as anyone'

woman chief education officer, continuing a lengthy but far from laudable tradition. Although females account for more than half the pupils and teachers in the education system, administrative posts, especially at the top, have remained stubbornly a male preserve.

Gwen Rickus, who is now retired, was the last top woman post-holder when she was director of education in Brent.

When Dinah Tuck moved from Hertfordshire to become her deputy four years ago, they created an unprecedented all-women team, which seemed to indicate the way things were moving. She says she never thought then that, on her promotion, she would still be the sole female top office-holder. Her reasons for why she should be are a mixture of tradition, brute prejudice, and the domestic commitments that keep women out of all high-flying careers.

For herself, she has simply ignored these barriers, recognizing the need to play the career game as an "honorary chap" while taking a sceptical, and sometimes outspoken, view of what such chieftainship is really all about.

Nothing illustrates this better than her approach to the Society of Education Officers. She became a member shortly after joining education administration and after taking a society-run induction course.

"I wasn't a member, but I could see that this was the way to get yourself known, to meet potential employers. If chiefs are looking at long lists of people they had never heard of and some names ring a bell, that has to be an advantage. I thought to myself: 'I



Dinah Tuck: not above some judicious politicking

Picture: Martin Meyer

can play that game as well as anyone.'

"My involvement with the Hertfordshire society wasn't purely utilitarian. I had an interest in the issues, but when they asked me to become an executive member, I jumped at it. I could see the advantage of that."

Within the SEO, she is known for her outspoken views, especially on race and gender issues, in what are generally acknowledged to be deeply conservative circles.

"Sometimes I find the meetings the most depressing things in the world, but there are some men, and not necessarily the younger men, who also find the establishment a little wearing."

She is also active in the recently-formed town hall union, FUMPO, "where there is much more sensitivity to issues concerning women and the ethnic minorities trying to break into the establishment. People there are more realistic, more sensitive in their own authorities to the issues raised."

Her own route in was from a non-professional family, via a Nottingham

girls' grammar school and St Anne's College, Oxford, to a postgraduate teaching course at King's College, London, and then on to teaching in a girls' direct grant school in Sutton.

She is not shy of stressing her achievements. She went into the sixth form reading science and maths - "maths is my best subject" - but learnt Greek from scratch and went on to take a first in part one of her classics degree. After university, she was torn between an administrative career in Whitehall, and teaching, chose teaching, but soon began to apply for jobs in educational administration.

Her first job was as assistant divisional education officer in Watford, Hertfordshire, where she beat off all comers, "all of whom knew all about Hertfordshire, all of whom knew each other."

Many, she points out, are right in openly questioning existing structures, but officers and members do not want to be appointments that might rock the boat and look like trouble.

These days, she feels, the process is more likely to remain unspoken, a lot of it goes by innuendo, and can all too easily be lost by the hairstyle or dress.

"I'd never been in that sort of position before. It was the first time I'd come up against being asked things that weren't being asked of other people. In fact, I had no idea administration was such a closed world. Teachers know very little about the make-up of an education office and certainly not the hierarchy and the relationship between people answering their queries and the senior officers."

Once in Hertford, she settled happily, laying a solid foundation of experience in further education, work with unions, finance, development and forward planning, as well as experiencing a hung council - useful for later years in troubled Brent.

Although not thinking about a career, her expectations rose with each new job. "You look at what you think are the awesome responsibilities of the posts above you, and then you think: 'I can do that.' Then in recent years, I began to think that, while a certain spell as a deputy would be helpful,

what would be the point if I was aspiring to be a chief?"

Her time at Brent has led to involvement in equal opportunities issues, and she claims pleasure in seeing how the borough's policies evolved and matured. "There's satisfaction in interviewing for deputy deputy headships and seeing the majority of the list is black, quite a bit of it is female, and the majority are qualified in the very forward range of qualifications, except to get."

Yet getting the job at Walsall, an achievement she relishes greatly, at least because it was an offer of authority with no high profile opportunities.

When she begins work there, she commutes from her family home in Hertfordshire to a Monday-to-Friday job. Her husband is a divisional education officer in Hertfordshire (the different ambition pattern, however, very much what he is doing and has the slightest ambition to rise to another field - if you like his, in his own little kingdom), and will be little difference to their style, she says, since they're busy.

'It's an artificial limit to take a job only if you can travel from home'

each other on weekday evenings the past four years.

"A lot of people's reaction, been: 'Oh how nice, what's he going to do?' The fact that he's cooked his own supper five nights for the past five years, see, escape them. I wouldn't immediately choose a job miles away and commute, but it's an artificial limit to tell yourself you're only up for a job if you can travel from home, and it's not one that most men try on themselves."

She has no intention of being in for the next 25 years, "although that in five or six years time I'd be director in Hertfordshire, or ever, would obviously be rank. I work leads you into new areas of time."

Meanwhile, she sees much that theories could do to create a culture where women - and blacks - feel there was some point in their playing for jobs instead of competing smugly, that such candidates don't apply.

She also looks with hope towards younger women coming up the ranks, although fears that they might find it harder to make breakthrough than she has made.

Many, she points out, are right in openly questioning existing structures, but officers and members do not want to be appointments that might rock the boat and look like trouble.

These days, she feels, the process is more likely to remain unspoken, a lot of it goes by innuendo, and can all too easily be lost by the hairstyle or dress.

Nearing the top of a steep-sided pyramid

There are only three women education officers in the country now holding second-tier jobs. They are the only women candidates likely to become directors of education in the foreseeable future. Two of them are so recently appointed that they are unlikely to be thinking of promotion for some years.

They come from very different backgrounds, but share the common experience. Each one entered administrative jobs almost by chance, only discovering the career possibilities afterwards.

None of them has children and each acknowledges that their jobs, with the many long evenings of committees and meetings, would be difficult - if not impossible - to hold down if combined with family responsibilities.

One of the three is Jennifer Wilce, 44-year-old deputy director of education since 1984. She is interested in promotion, but points out that there are few places to move to. Her own background is in teacher training, followed by administrative experience in a number of outer London boroughs, and then Cheshire. Outer London, specifically Ealing, she married Pat Black, recently



Jennifer Wilce: no more

She also notes that appointments at senior level are made by lay committees of politicians, rather than professionals, where prejudice is perhaps more likely to show itself.

Her own background is in teacher training, followed by administrative experience in a number of outer London boroughs, and then Cheshire. Outer London, specifically Ealing, she married Pat Black, recently



Pat Black: 'slightly younger'

appointed Avon's first assistant deputy. She joined the borough as a professional assistant before leaving to train as a physical education and geography teacher. Later she returned to the borough's educational administration service and rose through the ranks.

She says she has been lucky not to encounter discrimination - senior women officers were not unusual in



Jennifer Devlin: sees talent

Ealing. Her recent interviews for jobs in Birmingham and Avon were strictly neutral on the subject - but she knows other women colleagues have not been so fortunate.

If there is an area of potential discrimination she says it could be age, preferring to keep her own age out of the public eye because she is "slightly younger" than many colleagues in equivalent jobs.

Jennifer Devlin, 37, assistant director of education in Stockport, northern planning for the Greater Local Council, as a teacher, and in the Service before entering local government with Manchester's education, vice.

She moved to Stockport in 1984, become assistant principal of a sixth-form college, before moving to her present job.

She feels there is a lot of female talent in the lower levels of government administration, but a thing that keeps many women from promotion is a lack of teaching experience, which is needed to get into the Women often also tend to under-rate themselves and their abilities, she says.

A fourth senior woman administrator, Tessa Blackstone, of the London Education Authority, is likely to move to become master of the Beck College, London.

Profile of Britain's first woman polytechnic director

NEW INFORMATION CENTRES

Up-to-date information on all the latest developments in education is now available just around the corner.

More than 100 new Curriculum Development Bases have opened up in England and Wales, offering an informative and easily accessible service. Many are based in existing centres.

The Bases are intended to provide a closer link for all teachers to the School Curriculum Development Committee, with access to all its latest work, including the National Writing Project, Arts In Schools, Equal Opportunities, Industry, Law, Mathematics and Science projects, Seminars and other events - and details of the work teachers have instigated in schools receiving a Teachers' Fund grant from SCDC.

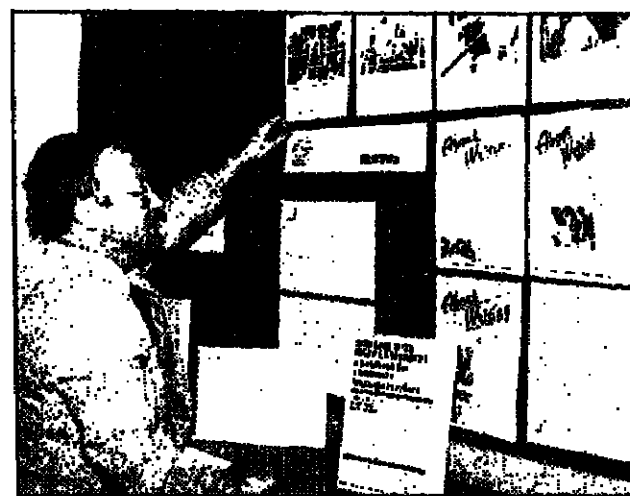
Whether your interest is in general curriculum developments, or specific subject developments; computing, environmental education, multi-cultural developments, or publishing your pupils work - there is something to suit teachers dealing with pupils of every age range and ability.

Each Base has a reference library with access to some of the latest educational books and journals, and some materials available for purchase.

New technology also plays a substantial part in providing efficient and up-to-date facilities at the Bases, with opportunities for visitors to tap into various databases, including the 'Writing Network' and 'Arts File'. In the near future there will also be access to information on all curriculum activities taking place locally and throughout England and Wales.

The staff at the Bases are willing to help in any way possible - whether by assisting visitors to use the facilities at the CDB's disposal, by providing further information, or putting people in touch with further contacts.

Below is a list of Curriculum Development Bases in England and Wales divided by regional areas for quick reference. There is no need to phone and make an appointment - just drop in whenever you are in the area. (Opening times vary)



THE NORTH WEST, NORTH EAST, YORKSHIRE AND HUMBERSIDE

BARNESLEY, Information Centre, 0226 386638, Ms D Exley □ BOLTON, Teachers' Centre, 0204 22935, Mr A Lavin □ BRADFORD, T F Davies Teachers' Centre, 0274 493535, Mr K Foulds □ BURY, Bury Teachers' Centre, 061-761 5391, Mr T Smalley □ CALDERDALE, Calderdale Teachers' Centre, 0422 65544, Mr P Bartle □ CLEVELAND, Hartlepool Education Development Centre, 0429 74372, Ms M Port □ CUMBRIA, Kendal Teachers' Centre, 0539 21000 x317, Mr M Golding □ DONCASTER, Beechfield Teachers' Centre, 0302 734267, Mr R Dain □ DURHAM, Curriculum Development Centre, 0385 47325, Mr J Gilman □ GATESHEAD, Teachers' Advisory Service, 091-482 4133, Mr P J Arnold □ HUMBERSIDE, Hull Education Centre, 0482 641844, Mr D Grady □ ISLE OF MAN, Teachers' Centre, 0624 25757, Mr B Harding □ KIRKLEES, The Polytechnic, 0484 22288 ex 2074, Professor D E Newbold □ KNOWSLY, Teachers' Centre, 051-480 8338, Mr G Hall □ LANCASTER, Preston Curriculum Development Centre, 0772 728053, Mr F Loftus □ LEEDS, John Taylor Teachers' Centre, 0532 782181, Mr R Thompson □ LIVERPOOL, Liverpool Teachers' Centre, 051-708 8763, Mr M Johnson □ MANCHESTER, Greenheys Centre, 061-226 8567, Ms V Ross □ NEWCASTLE-UPON-TYNE, Pendower Hall Education Development Centre, 091-274 3620, Ms J Brocker □ NORTH TYNESIDE, Shiremoor Teachers' Centre, 091-251 9771, Mr J Wells □ NORTH YORKSHIRE, York & District Education Centre, 0904 28225, Mr Butterworth □ NORTHUMBERLAND, Morpeth Teachers' Centre, 0670 513926/55028, Mrs J Atkin □ OLDHAM, Oldham Teachers' Centre, 061-678 4230/4229, Mr A Royle □ ROCHDALE, The Education and Training Centre, 0706 67590, Mrs S Sfejan □ ROTHERHAM, Rotherham Teachers' Centre, 0709 552226, Mrs I Booth □ SALFORD, Salford Education Centre, 061-736 8122, Mr S Chapman □ SEFTON, Sefton Teachers' Centre, 0704 876220, Mr J McEvoy □ SHEFFIELD, Melbourne House Teachers' Centre, 0742 663163, Mr J Hughes □ SOUTH TYNESIDE, Cleadon Hill Teachers' Centre, 091-454 0431, Mrs R Dolan □ ST HELENS, St Helens Teachers' Centre, 0744 35278, Mr D Mellors □ STOCKPORT, The Dialstone Centre, 061-456 8985 ex 3857, Mr I Moss □ SUNDERLAND, Sunderland Polytechnic, 0783 76231, Mr C Biot/Ms B Frith □ TAMESIDE, Teachers' Resource Centre, 061-344 3499, Mr N Sullivan □ TRAFORD, Springfield Teachers' Centre, 061-973 7166, Mr G Rushton □ WAKFIELD, Information Centre, 0226 384638, Ms D Exley □ WIGAN, Wigan Teachers' Centre, 0942 44357/48802, Mr N Clarke □ WIRRAL, Wirral Education Centre, 051-647 7000 x591, Mr J Hughes

THE SOUTH WEST

AVON, Resources for Learning Development Unit, 0272 428208, Mr K Perkins □ CORNWALL, County Library HQ, 0872 74282 x3456/55/54, Mr M Perry □ DORSET, South East Dorset Teachers' Centre, 0202 21378, Mr B Doyle □ SOUTH DORSET Teachers' Centre, 0305 774802, Mr P Goodson □ GLOUCESTERSHIRE, Gloucester Teachers' Centre, 0452 425478, Miss M Dale □ SOMERSET, Somerset Education Centre, 0278 423723, Mr K Mouton □ WILTSHIRE, North Wiltshire Centre for the Curriculum, 0793 616054, Mr A Greenwood

THE NORTH AND WEST MIDLANDS

CHESHIRE, Halton Teachers' Centre, 0928 572316, Mr A Spencer □ COVENTRY, Elm Bank Teachers' Centre, 0203 28258, Mrs S Morgan □ DUDLEY, Dudley Teachers' Centre, 0384 273531, Mr S Hill □ HEREFORD AND WORCESTER, North Worcester Teachers' Centre, 0527 72666, Mr J L Jones □ SANDWELL, Charlemont Teachers' Centre, 021-588 2387, Mr D Kelsey □ SHROPSHIRE, Telford Teachers' Centre, 0952 616476, Mr D Shaw □ STAFFORDSHIRE, East Staffordshire Teachers' Centre, 0283 63014, Miss B Booth □ South East Teachers' Centre, 0827 65044, Miss E Booth □ West Staffordshire Teachers' Centre, 0543 574647, Mr J Kelly □ North Staffordshire Teachers' Centre, 0782 87320, Mrs E Mulholland □ WOLVERHAMPTON, Teachers' Centre, 0902 337244, Mr D Thom

THE EAST

BEDFORDSHIRE, Bedford College of Higher Education, 0234 51671 x225, Ms D Saulsbury □ BUCKINGHAMSHIRE, Holne Chase Centre, 0908 73640, Mr W Eyles □ CAMBRIDGESHIRE, Huntingdon Educational Development Centre, 0480 51404, Mr V Turner □ ESSEX, County Centre for In-service Education, 0245 440663, Mr D Samuel □ HERTFORDSHIRE, Stevenage Teachers' Centre, 0438 353185, Mr C Atkins □ NORFOLK, Norwich Teachers' Centre, 0603 623262, Mr J Jennings □ SUFFOLK, South Suffolk Teachers' Centre, 0473 51635, Mr R Castle

THE SOUTH EAST

BERKSHIRE, Reading Teachers' Centre, 0734 52634, Mr B Page □ EAST SUSSEX, Uckfield Teachers' Centre, 0273 681233, Mrs M Robinson □ HAMPSHIRE, Curriculum Development Centre, 0703 465 454, Mr R Sollars □ ISLE OF WIGHT, Teachers' Centre, 0983 524233, Mr P R Martin □ KENT, Maidstone Teachers' Centre, 0622 52185, Mr Ron Iles □ SURREY, Guildford Teachers' Centre, 0483 37070, Mr I Skelton □ WEST SUSSEX, Western Area Professional Centre, 0243 789635, Ms P Buzzing

THE EAST MIDLANDS

DERBYSHIRE, Primary Education Advisers Office, 0302 73426, Dr D Wren □ LEICESTERSHIRE, Landsdowne House Teachers' Centre, 0533 549083, Mr R Bradley □ LINCOLNSHIRE, Horncastle Residential College, 0522 27347, Mr G Moison □ NORTHAMPTONSHIRE, Northampton Teachers' Centre, 0604 30815, Mr J Levell □ NOTTINGHAMSHIRE, Eaton Hall International, 0777 706441, Mr R Shostak □ OXFORDSHIRE, Education Unit, 086 77 3989, Mr J Hanson

GUERNSEY AND SCEA

GUERNSEY, Guernsey Teachers' Centre, 0481 20654, Mr W R Couch □ SCEA, Rheindahlen Teachers' Centre, 01049 2161 472129, Mr P Rogers

WALES

CLWYD, Schools Library Service, 0532 2121 x2484, Mr D Barker □ DYFOD, Carmarthen Teachers' Centre, 0267 237971, P Hughes Griffiths □ GWENT, Wern Teachers' Centre, 0495 52594, Mrs Francis □ GWYNEDD, Bangor Teachers' Resources Centre, 0248 353316, Miss D Roberts □ MID GLAMORGAN, Mid Glamorgan Education Resources Centre, 0443 687666, Mr D Timbrell □ POWYS, Llandrindod Wells Teachers' Centre, 0597 2696, Mr Gwilym Ellis □ SOUTH GLAMORGAN, S Glamorgan Teachers' Centre, 0222 619043, Mr A B Hammond □ WEST GLAMORGAN, Clydach Teachers' Centre, 0792 843679, Mr A L Davis

GREATER LONDON AND ILEA

BARNET, London Borough of Barnet Teachers Centre, 01-449 3440, Mr K Hewett □ BEXLEY, Teachers' Centre, 01-300 8018, Miss A Cronin □ BRENT, Teachers' Centre, 01-903 0661, Mr Roulds □ BROMLEY, Curriculum Development Centre, 01-462 8911/8912/9184, Mr C Pike □ CROYDON, Davidson Professional Centre, 01-656 6627, Mr M Jolley □ EALING, Ealing Teachers' Centre, 01-864 5811, Ms M Pollard □ ENFIELD, Enfield Teachers' Centre, 01-363 4148, Mrs J Minchella □ HARINGEY, Haringey Teachers' Centre, 01-808 0771, Ms J Bishop □ HARRROW, Harrow Teachers' Centre, 01-427 7222, Mr T P Lyons □ HAVERING, Teachers' Advisory Centre, 0708 45962, Mr J Redding □ HILLINGDON, Deansfield Teachers' Centre, 01-841 5472, Mr M Szymanski □ HOUNSLOW, Hounslow Teachers' Centre, 01-560 4513, Mr R Binn □ KINGSTON-UPON-THAMES, Kingston Teachers' Centre, 01-390 1081, Mrs E Williams □ MERTON, Merton Teachers' Centre, 01-540 6397, Ms J Riden □ NEWHAM, Newham Inservice Education Centre, 01-470 0931, Mr A Perry □ REDBRIDGE, Redbridge Teachers' Centre, 01-478 3706, Mr S Black □ RICHMOND-UPON-THAMES, Curriculum Teachers' Centre, 01-891 4523, Mrs H Wardlaw □ SUTTON, Sutton Teachers' Centre, 01-661 5777, Mr R Tracy □ WALTHAM FOREST, Waltham Forest Teachers' Centre, 01-321 3311/4, Mr R Hardwick

ILEA to be announced later

Bert Lodge reports from the annual Headmasters' Conference in Leeds

Exorcizing the spirit of Arnold

Britain's public school headteachers must help government moves to "thrust a stake through the living corpse of Victorian education", Mr Correlli Barnett, the military historian, told the conference.

Mr Barnett, a renowned opponent of what he perceives as an anti-industry bias in public and grammar schools, praised "governments of both persuasions" for beginning to move away from Victorian values over the past decade.

But he added: "The question is: 'Will the schools which you head resist this fundamental change of ethos and purpose? Or will you use your prestige and excellence to give leadership in making a success of the change?'"

"For more than a century your schools have done much to bring Britain down as a trading nation. Now surely it is time to make amends and help lay the educational foundations of a Britain that will not only be materially rich but civilized as well."

Mr Barnett pointed out that in 1944 all of R A Butler's time and effort were taken up with fixing a deal with the churches over the future of church schools.

"The Butler Act lays down schedules for the introduction of religious

instruction. It makes no comparable detailed provision for technical, further or vocational education."

1944 also saw the Norwood Report on curriculum and examinations. Mr Barnett pointed out, Norwood, a former head of Harrow, had already published a book on the British tradition in education giving pride of place to religion and the spirit of medieval chivalry.

"The Norwood Report duly trotted out exactly what Arnold and Newman were saying a century earlier: all the pseudo-aristocratic frivolities about intellectual 'ideals of truth and beauty and goodness as final and binding for all time and in all places, as ultimate values'."

The public schools set out to produce Christian gentlemen "like knights in Burne-Jones stained glass" to govern the Empire, join the Church or the Law or the public services - not to produce hard-driving, technologically-aware leaders of an industrial nation in a tough competitive world.

"By a perversion of values, therefore, the public schools inculcated a belief that to be an eater of taxes was a nobler thing than to be a creator of wealth."

Not only did Oxford and Cambridge, "traditionally the homes of useless but elegant knowledge", follow the public schools' example but so did the new redbrick universities - even when they had been founded as purely technological institutions.

In Birmingham, an industrial city, there were only 185 engineering students as against nearly 400 in arts in 1910.

With total British university numbers so proportionately smaller than in Germany and such weak technological education below university level, it was not surprising we should be so chronically short of trained manpower in both world wars.

"And in the post-war era we have seen the prestige of the liberal arts



Monitoring progress: public schools told to meet industrial needs

triumph again in the new Lego universities of the 1960s - as if Britain were to be saved by sociologists any more than by classicists... all this flowing on from the original spring in the Arnold public school."

The curriculum of these schools was dominated by classics until well after the First World War, particularly for the high-flyers. Modern subjects were for long regarded as a refuge for the second-rate. Science crept in slowly, often starting as an extra, after hours.

Oxford and Cambridge also fought a long rearguard action in defence of the medieval disciplines of Latin, Greek and philosophy against the encroachments of science.

"What you had - what you are only

now beginning to cease to have - is an entire education system ultimately shaped towards university entrance for a few." Thanks also to the university examination board requirements, the curricula all the way down were angled to academic examination requirements "so that every child in the system was receiving a smudgy nth carbon copy of a liberal education".

By 1944 Britain was "bankrupt and backward, being towed home in the war by America". To sum it all up, "British education only makes sense if its ultimate purpose were supposed to be the production of duns, schoolmasters and Sir Humphrey Appleby - not the officers, NCOs and rank-and-file of a world-beating industrial country."

Rules on probation period 'inequitable'

Independent school teachers do no longer have to serve a probation year after transferring to the sector, the conference was told.

Mr Christopher Everett, the head of Tonbridge School, said in his chairman's address that a desirable change of staff between the independent and the maintained sector was impeded by present regulations.

Mr Everett said that, although independent schools could do their teaching in independent schools, some of them did not count for probation purposes. Under present arrangements, the one year of teaching required before a new entrant is granted a fully-qualified teacher's status had to be served in a private school.

As recently as 1984, Sir Kai Joseph, the then Education Secretary, turned down a similar request for strong opposition from local union employers.

Welcoming the new proposals, Mr Everett said that, although probationary teachers will spend years on the entry grade before assessment to the Main Professional Grade, Mr Everett urged the Government to make the so arrangements for passage for those who begin their career in independent schools. "The Government must remove this inequity."

He conceded that this would not be the same system of training as assessment of new teachers in the maintained sector.

Mr Everett called for an expansion of the Assisted Places Scheme, not broadening of the curriculum - particularly for the 16-18s. He also wanted to see engineering recognized as a main subject and asked for public education in schools.

In calling for a broadening of APS, Mr Everett said his own school showed what could be achieved if there was resolution to make best use of resources available.

"We urge once again that a scheme be broadened to cover boarding and other particular needs. The value we put on this is shown by the fact that many schools are still helping to meet the boarding fees of some of their assisted place pupils."

The Labour Party was intent on abolishing independent schools despite opinion polls showing 70 per cent of the electorate in favour of them. There was already a spectrum of schools and institutions each with a subtly different degree of independence and autonomy.

"Deep and prolonged discussion of the situation would not only enable us to remove the false issue of independence from the table. It would encourage the commitment to private, corporate and charitable resources to all schools."



Christopher Everett



Hands up all those who'd rather network on the Nimbus.

- Easy to use and manage with friendly menu systems.
- Outstanding network at affordable prices.
- Proven today to run tomorrow's networks.
- Supplied with complete library of educational and commercial software.



Research Machines have 5 years' experience of making quality networks for schools and colleges, with over 2,000 systems up and running.

Today, the Nimbus Network brings fast processing, brilliant graphics and major software such as Windows, BBC Basic, RM Logo, AutoCAD, Lotus 1-2-3 and administrative software within the educational budget.

What's more, each Network comes with FREE training and technical support, and a wide range of educational and professional software (worth over £5,000).

And now, RM Net 2.

Now the Nimbus network is driven by advanced new software - RM Net 2 - putting it even further ahead in terms of educational value. It's twice as fast, easier to run - with simple access and supervision through the friendly, protective menu system - and allows more power to more users.

For more information, send us the coupon and we'll put the facts at your fingertips.

Please send me more details about the RM Nimbus with Net 2, Research Machines, Mill Street, Oxford, OX2 0BW. Tel: 0865-249866.

NAME _____
POSITION _____
ESTABLISHMENT _____
SECTOR: Primary / Secondary / Further / Higher / Other. (Please complete)
ADDRESS _____
POST CODE _____ TEL _____

RM NIMBUS

BUILT IN NETWORKING • BUILT IN SUPPORT • BUILT IN BRITAIN

County's standstill budget raises parents' exam fear

by Sue Surkes

The Clwyd Federation of Parent Teacher Associations is planning to send a delegation to the Department of Education and Science to ask for funds to help reduce class sizes for the new 16-plus examination.

Their decision to ask for a meeting with Mr Tony Kerpel, political adviser to the Education Secretary, follows a successful vote by Conservatives and Independents on the Clwyd County Council in favour of a standstill £158.6 million budget for next year.

The Clwyd Secondary Headteachers' Federation is writing letters to Clwyd county councillors and local MPs about the financial strains on the GCSE and has called on parents and public to back their campaign.

Mr Keith Evans, Clwyd's director of education, has stressed that a standstill budget does not necessarily mean there will be no extra funding for education. But he has warned of serious consequences for the county's children if that extra money is not found. Up to £500,000 could be made available from areas such as transport as a result of falling school rolls.

Clwyd's pupil-teacher ratio - the worst in Wales - stands at 1:17 in secondary schools compared with a Welsh average of 1:16.1. But some science teachers are facing classes of up to 30 and English and other subjects are said to be similarly hard-pressed.

The local education authority has received £40,000 in MSC grants for technical and scientific equipment and £130,000 through the education support grant for books and equipment, towards which it will have to contribute 30 per cent. No extra money has been put in for GCSE.

Mrs Elaine Whalley, secretary of the Clwyd Federation of PTAs, said: "Right from the start, the council has not put a penny extra into GCSE."

The Clwyd Secondary Headteachers' Federation, a non-union organization counting all county secondary heads among its members, decided at its last meeting to approach all county councillors and local MPs. Its letter warns that provision for books and equipment, in-service training and class sizes is "seriously inadequate".

Home Office takes new hard line on mother tongue cash

The Home Office is drawing distinctions about the kind of language teaching it will fund from money designed to help local authorities with large immigrant communities.

Over the past few months education authorities have been told the Home Office will continue to pay 75 per cent of the costs of teachers employed to teach mother tongue languages and teachers of English as a second language. But other schemes aimed at including Urdu and Punjabi in the curriculum have been rejected on the grounds that the money is not intended to fund mainstream teaching. Funds will not be available to schools intending to teach Punjabi or Urdu to O or A level.

One of the first schemes to be hit was Sheffield's plan to set up a community languages unit, which would have had seven specialist teachers available for schools that wanted to offer Urdu and Bengali teaching.

Sheffield has five teachers of mother tongue languages, funded from Section 11 funds.

"We're grateful for the funding of these posts, but we don't see that 12 specialist language posts for an Asian community of 4,000 children is excessive," said a spokesman for the authority.

Sandwell education authority has been refused funding for 122 posts - some of them for teaching languages spoken by ethnic minorities as part of the curriculum.

The largest drop in posts funded by the Home Office is due to the decision to stop funding Urdu teaching posts in

Geraldine Hackett on the row over a change in the rules for Section 11 funding of language teachers

schools that have a high immigrant intake. From August this year all teaching posts have to meet the needs of ethnic minority children and cannot be used to fund posts that increase the teaching staff.

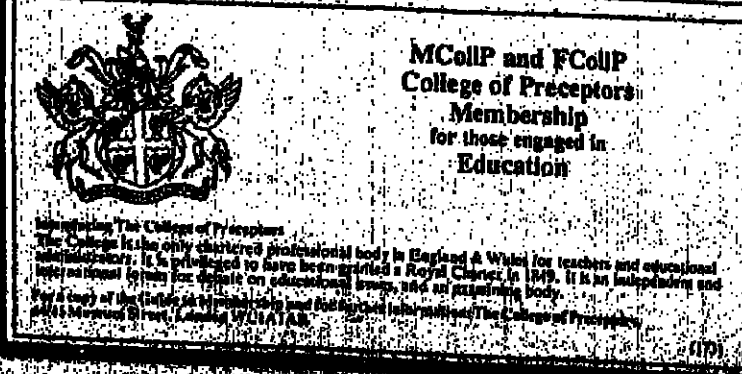
The Home Office expects to pay out £116 million in Section 11 grants this year and the amount of grant is rising steadily.

Almost three-quarters of Section 11 money is used to improve education services for children from ethnic minorities.

Local authorities have applied for grants for a range of posts, and until 1981, there was little restriction in schemes.

The Home Office maintains the changes will not reduce the number of posts it will fund or cut back the grants approved. The posts that have been rejected failed to meet the criteria, said a spokesman.

Local authorities are uncertain about what posts will be funded under Section 11. The Home Office appears to be saying that it will fund Urdu and Punjabi teaching when they are mother tongue teaching but not when they are curriculum subjects.



McOlip and FColip College of Preceptors Membership for those engaged in Education

The College is the only chartered professional body in England & Wales for teachers and educational administrators. It is a registered charity and a limited company. It is an independent and non-profit making body. For a copy of the Charter and Rules of the College, contact: The College of Preceptors, 10, St. James Street, London W1A 1AB.

Diane Spencer talks to Pauline Perry – who is to become the first-ever woman polytechnic director

Inspector turns from training to technology

The Polytechnic of the South Bank (motto: Do it with thy might) has appointed its first-ever woman director. Indeed the first-ever woman polytechnic director. Considering that she is a member of HM Inspectorate and will be a philosophy graduate in science and technology, the appointment is all the more remarkable.

Mrs Perry's diminutive stature contains a considerable amount of energy, intellect and charm, which even her critics have to recognize.

The highly demanding job at the Department of Education and Science that she will leave at the end of the year, that of chief inspector in charge of higher education, teacher training and equal opportunities, ensures that she is no stranger to hard work and controversy. During the past five years, she has withstood the flak at the forefront of the dramatic shake-up in teacher training.

The White Paper, *Teaching Quality*, was largely her work as was the setting up of the Council for the Accreditation of Teacher Education and the switch to specific grants for in-service training.

Some saw her as being too closely identified with the policies of Sir Keith Joseph, the former Education Secretary. Others accused her of trying to hunt with the hounds and run with the hare.

She sometimes seemed to convey to both polytechnics and universities that she was really on their side, said one

observer. Another was surprised at her embracing public sector higher education because she appeared to champion universities. Opinion on the new director is very divided: few are neutral.

Professor Ted Wragg of Exeter University, known for his abrasive views on most of the key figures in the education world, thought that in the long term, Mrs Perry will be recognized as having done much more for teacher training than is realized at present. He thought that, unfortunately, she had been cast in the role of the enemy. But outsiders couldn't know how much the policies had been modified by her during her service with Sir Keith. He praised her outspokenness as an inspector – in a profession known more for its reticence.

This week Mrs Perry professed herself delighted at her appointment. "I'm tremendously excited at the prospect of working for the best polytechnic in the country," adding "it was imaginative of the IEA to put a woman in charge."

Mrs Frances Morrell, leader of the Inner London Education Authority, dropped in at the press conference to add her support to the appointment. "I've come along as another woman to congratulate Mrs Perry. One brilliant woman has been correctly identified. It's important that we celebrate moments in national life when outstandingly able women are recognized."

Mrs Perry, who will take up her post in January, beat five men.

Her appointment will, she hopes, signal to girls that "this poly is for them". She also hopes to improve PSB's links with the local community, helping students with personal development and business problems. "Not big business, but helping a girl to start her own hairdressing business, or a boy with window cleaning."

Odd that she should make that slip – for her own family doesn't altogether conform to the stereotype. One of her three sons is a nurse, although her only daughter did leave Middlesex Polytechnic after one term to get married.

Only one of her children, the youngest, has gone on to university. Was this a disappointment? "Not at all. I wouldn't have them any different. I am proud of the four of them."

Neither has her career fitted a conventional pattern. True, she did give up full-time work for 10 years when her children were young. "But I wrote three books, did some freelance journalism – you know, writing 500 words between getting the baby to sleep and the children arriving home from school – and some lecturing." After a late start as an HMI in 1970, she rapidly rose through the ranks to become Chief Inspector in 1981.

Her biggest challenge, she thinks, will come when changes in CNA rules allow polytechnics self-validation. "This will be a growing-up celebration for polytechnics, and is one of the excitements about taking over the job."



Pauline Perry: growing-up celebration for polytechnics

Pupils losing out from lack of books, says survey

by Sue Surkes

Teachers are being forced to produce worksheets because they have not got the money to buy textbooks, a survey has confirmed.

This is despite the fact that most primary and secondary teachers still regard books as the main teaching aid.

The findings come in part of a four-year Books in the Curriculum Project funded by the Educational Publishers' Council on behalf of the National Book League and launched by Lord Bullock in London earlier this week.

The £20,000 project, aimed at scrutinizing the value and the use of books in school, was divided into desk and field research and has culminated in the

publication of two books. In a 415-page tome entitled *Books in the School Curriculum*, Mrs Florence Davies, director of the University of Liverpool's English Language Unit, draws together and surveys a mountain of research into the centrality of books and reading that has been carried out in the United Kingdom and the United States over the past 15 years.

The book, described by Mr John Davies, EPC director, as "probably the most thorough survey ever done into the subject", draws on academic and government sources.

Major works include *The Effective Use of Reading* by Lunzer and Gardner, *Extending Beginning Reading* by

Southgate, Arnold and Johnson and the Bullock Report – *A Language for Life*.

Mrs Davies found that reading plays a key role in children's personal and educational development, that the satisfaction of reading books is not matched by other media and that the time spent in organized classroom reading can often be directly correlated with pupil performance.

Somewhat less overwhelming in size is the *State of Reading*, which looks at the importance of books in schools in five different kinds of local education authority. The study's director, Ms Jennie Ingham, a research fellow at Middlesex Polytechnic, focused on

Bradford, Devon, Dyled, Tayside and Waltham Forest, asking teachers to record the different teaching aids they used for one week and interviewing a sample along with heads, and pupils.

She found that most primary and secondary teachers regarded the book as a central teaching aid. The book gave pupils security, helped them to read at their own pace and encouraged them to develop study skills such as selection.

Ms Ingham also found that, in schools where books were in short supply and not allowed out for home-use purposes, pupils whose parents could not afford books lost out most. Mr Davies stressed the project's

conclusions were neither of common sense terms nor in view of the EPC's financial

* *Books in the School Curriculum* by Florence Davies (price £30). *State of Reading* by Jennie Ingham (price £19.95) are available from Educational Publishers' Association, 111 Square, London WC1B 3HL.

Why books matter, a summary of main findings of the Books in the Curriculum Project, and *Extending Beginning Reading*, are available free.

How to use coffee as a Third World eye-opener

A coffee break could increase understanding of history, geography and chemistry – and especially of the Third World.

So says the International Coffee Organization – which has joined forces with the City and Guilds of London Institute to produce a course which leads to a joint certificate in coffee studies.

So far, 650 students and nearly 50 teachers have taken part. Courses, which provide "a study of coffee from the field to the cup", have been offered at nine colleges.

The sponsors say the course consists of five modules which require 10 hours

of teaching time, each supported by a similar period of student study and practical experience.

A spokesman for the ICIO said that coffee could be used as a ground for teaching other subjects, such as history, geography, and for improving understanding of the Third World.

Potential students should contact Mr W D Blackwell, City and Guilds, or London College of Commerce, 21, Berners Street, W1, for more details.

Private medicine support

Women teachers are turning to private medical care, according to a survey of admissions to a private hospital in Surrey.

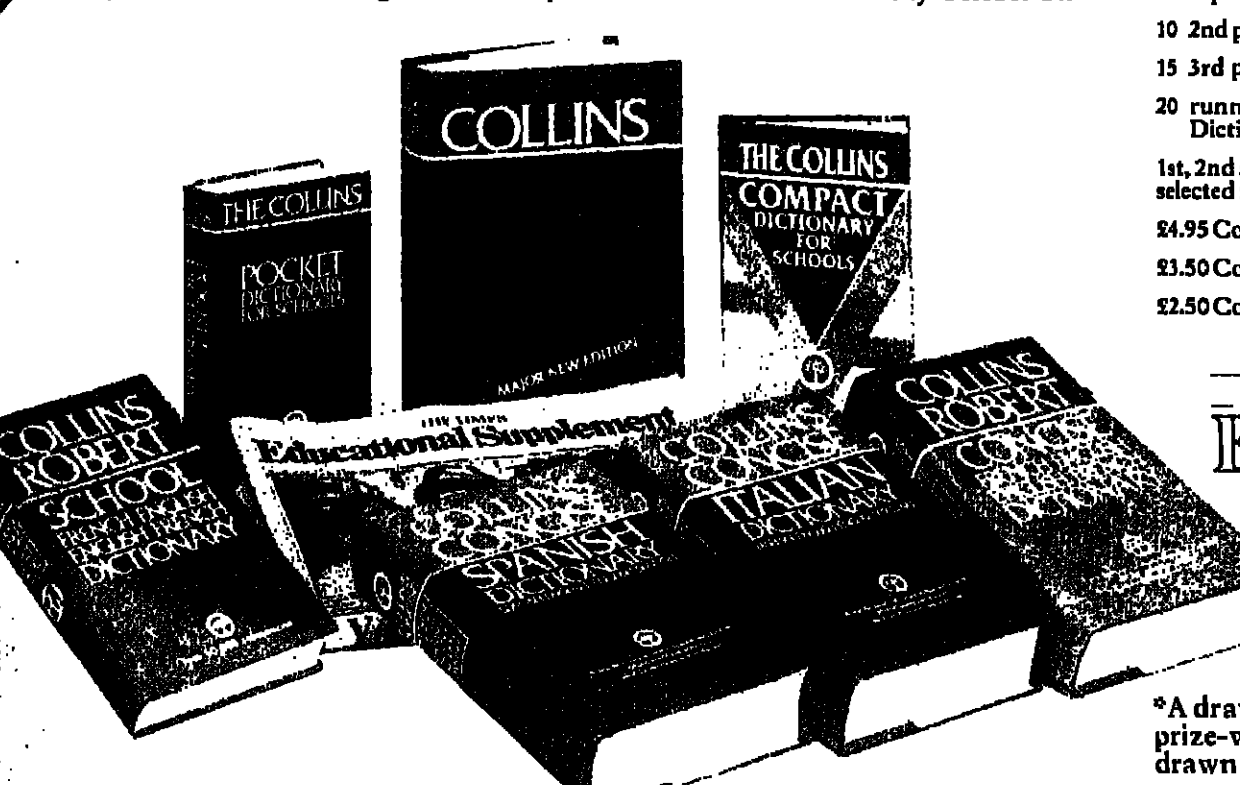
Over a three-month period, St Anthony's Hospital in North Croydon found that 5.9 per cent of its patients were teachers, 92 per cent of whom

were women. Almost all were by an insurance scheme.

However, the hospital's monitor whether the teachers employed in the state of private medicine.

OVER £3,000 WORTH OF PRIZES

The Times Educational Supplement and Collins Dictionaries invite entries from School Staffrooms. There are over 50 prizes to be won. The competition is also open to other readers of the TES. Contestants who are not members of a school staff should nominate a school of their choice to be the recipient of any prize. The winning entries will be the first correct solutions opened from those submitted or the next most nearly correct. All entries should be accompanied by the official entry form to be found in the September 26 issue of the TES or on the Collins Dictionaries leaflet mailed to secondary schools (ie no photocopies). The solution to the puzzle and the names of the winning schools will be announced in the TES on November 14. No employees, or their relatives, of the Times Supplement or the Collins Group are eligible to enter. Send your entry to Collins Publishers (TES/Collins Competition) PO Box, Glasgow G4 0NB, postmarked not later than Friday October 24.



ACROSS
1 Frenchman in our power (6)
4 Blackleg Shakespeare put to the sword (5)
9 Fought against being declared redundant (5)
13 Some loose change for a literary pirate (6)
17 Maynoe many decades are viewed in retrospect (3)
18 School keeps us in station (6)
19 They should be able to identify any salts in a mixture (8)
20 Stay well away from work (8)
21 Odd pieces of money (6)
22 Call for a shower (4)
23 Poet who makes a big hit in American sport (5)
26 Ill-judgment (9)
28 Tighten springs – they're a means of propulsion (5)
29 What a teacher may call for a continental breakfast? (4)
30 Unmarried sister (3)
31 He upsets some scholar about the beginning of term (12)
32 Not a short class in arithmetic (4,8)
33 Refuse to observe a request for silence (3)
41 What they do, and what they don't practice, point to their character (12)
42 Performed with a high degree of skill (12)
43 Port area (4)
44 The ghost of Shakespeare, some say (5)
45 Always be brave and don't worry (5,4)
46 Legal way to prevent a gathering of poets (5)
51 Florence banks on it (4)
52 Author takes fish without permit (8)
53 Angry rowdies over the bunnet burners? (6,7)
54 Members of this society have a lot in common (8)
55 Her owner in distress – showing it (8)
64 This poet makes uninteresting study (6)
67 Get the better of the teacher (6)
71 Subject that's taught after midnight, yet more get involved (6)
72 She's in peak form in Cretas (3)
73 Purposeful employment? (3)
74 and 85 down New calculating rules for mathematicians (8,8)
81 Clean up on the favourite, darling! (6)
82 First form (6)
83 The quality of mercy (8)
84 A factor in mathematics (8)
85 Roll a large map out, drawn by geometrical means (13)
86 Student groups possibly remain on board (8)
87 Where barbers get refreshers? (4)
88 Traditionally it is applied to the back parts (5)
89 The best astronomy student? (4,5)
90 Love a note repeatedly played in the orchestra (4)
91 Embarrassed lady describing pagan Rome? (7,5)
92 Odd angles are what a scalene triangle class (7,5)
93 Don't look back when it is cut short (3)
94 Examination panel look first and speak afterwards (12)
95 Particular course explored by the physics master, perhaps (8,4)
96 Doesn't allow a section to be played (3)
97 Let it be one sort of square in another (4)
98 It'll be kept in by the back for talking too much (5)
99 He never adds anything new to his collection (9)
100 A bit of Troy's ruin (5)
101 Somehow came top (4)
102 Necessitate a note before Latin revision (6)
103 Out thought to be like Queen Victoria? (6)
104 Larks in a strange land (5,5)
105 Make rapid progress to a profession (6)

134 A river – doesn't sound like the Deel (3)
135 May be recommended as a sun resort (6)
136 One engaged in a Red Cross operation? (8)
137 They may carry out services on a summer afternoon (3,5)
138 Made to smile by a thought? (6)

DOWN
1 It's very hard yet maths revision is essential (8)
2 Eat chips in a way that's not original (8)
3 It features in botany and arithmetic (4)
5 Talking voices rant on, wildly (12)
6 Inventor of the telephone – or part of it (4)
7 Able somehow to get safely down to rock-bottom (6)
8 Plan to uplift American soldiers in retreat (6)
9 A sleeping partner who was robbed of his capital assets (6)
10 Free beer held up, but put down again (6)
11 Back one's fancy in a leisurely craft? (4)
12 The aim of sexual education? (7,5)
14 Jet fighters? (4)
15 State carriage? (8)
16 Rise clumsily to get Heather some wine (6)
22 Public agent employed by mathematicians (6,6)
23 An incoming charge (9,3)
27 Crackers – or what they're required for? (5)
30 They appeal to lively children or rising politicians (5)
31 Eldest kings of England were entitled to be called it (5)
33 Some thousand held captive in battle (5)
34 Dis duck – or dit? (5)
37 Influenced in an unnatural way (8)
38 Gray is to study Mowbray's work (8)
39 School-break period? (4,4)
40 Figures incorrect, so can't go (8)
43 Pub's bill for wine (6)
44 Rigid habit of the medieval ages (6)
45 Full of zeal for a new trend (6)
46 Short story writer to attempt verse (6)
52 Pack animal turns to run (4)
53 Liven and learn (4)
54 A spot of trouble over a pupil? (4)
55 Victoria thumbed by Jack for a lift? (4)
56 Two points on a beard (3)
61 Part of a week-end supplement (3)
62 Blade used on a cutter perhaps (3)
63 One point to the Italian, nothing to us (3)
64 Currency check? (3)
65 A bit of a take (3)
66 Look at the middle of a cyclone (3)
68 Inspired piece of music (3)
69 Leaves note attached to article (3)
70 Rabel expressed in the French way (3)
71 Limb turned to solid jolly (3)
72 Have to concede (3)
73 Female sheep quivers (3)
74 Gray is to study Mowbray's work (8)
75 It describes a foot in metres (6)
76 Story book is a gift (6)
78 Courage needed on icy roads (4)
80 Initial repetition is only repetition after all (12)
82 It can't be passed in silence (4)
83 Pause for recreation (8)
84 Learn to become easy-going (8)
85 Synonyms, according to an enemy's version (2,3)
87 Means of transport, sometimes springing a trap (8)
88 There's a student of heat in it (8,4)
89 University stream (4)
91 Close – doubly close in fact (6)
92 Synonyms, according to an enemy's version (2,3)
96 Catch lightning? (4,8)
97 Spare-lucker? (9,3)
103 Pay by a quarter to eight (5)

SCHOOL STAFFROOM CROSSWORD COMPETITION

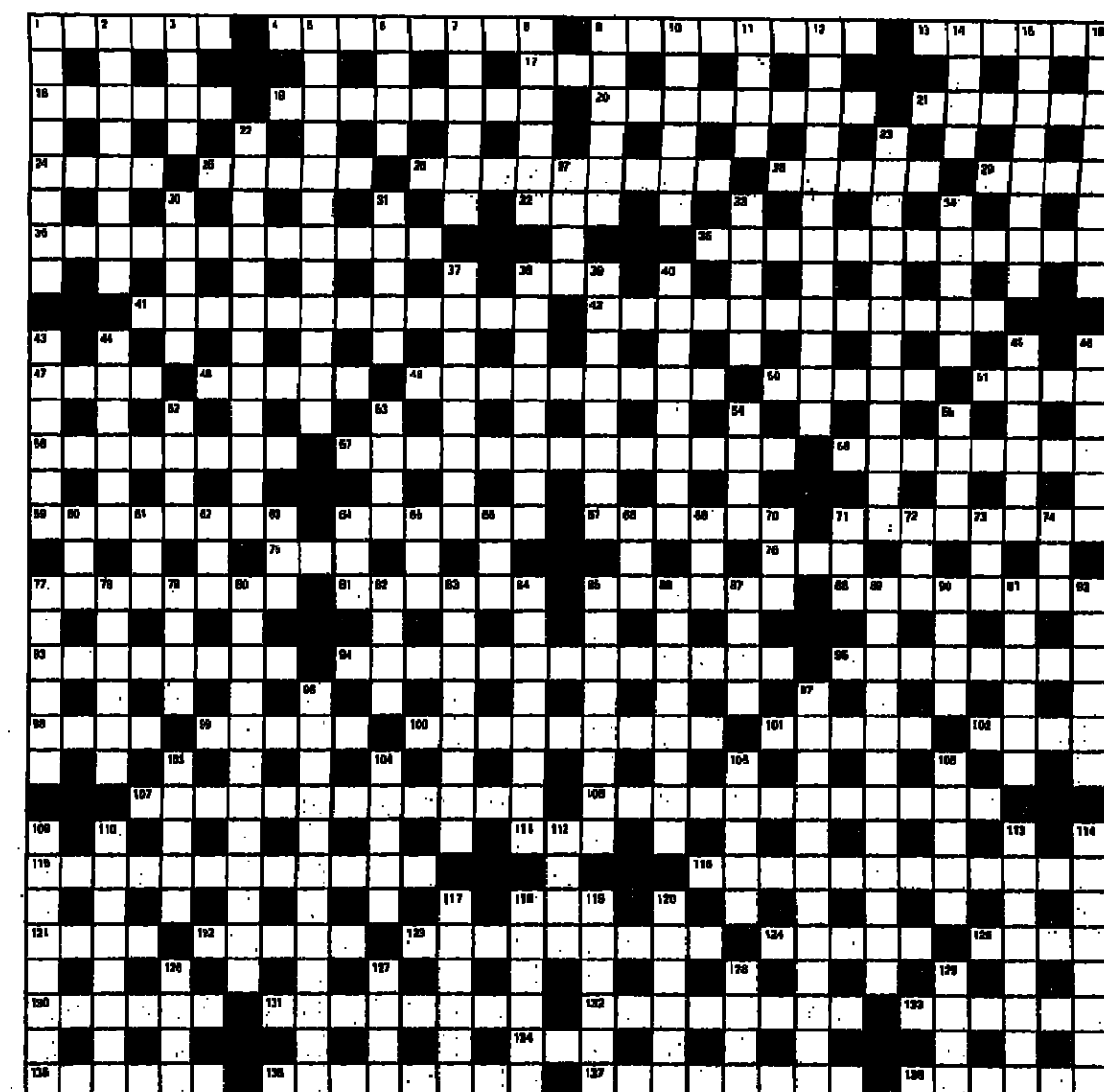
Prizes will be awarded as follows:

- 6 1st prizes of books to the value of £150
- 10 2nd prizes of books to the value of £100
- 15 3rd prizes of books to the value of £75
- 20 runner up prizes of one copy of the New Edition of Collins English Dictionary (£14.50)
- 1st, 2nd and 3rd prizes may be taken as books for the school library selected from the Collins Catalogue or as class sets of the following:
- £4.95 Collins-Robert School French Dictionary (25 copies rate at £100)
- £3.50 Collins Pocket English Dictionary for Schools (20 copies rate at £60)
- £2.50 Collins Compact English Dictionary for Schools (20 copies rate at £40)

THE TIMES Educational Supplement

COLLINS DICTIONARIES

*A draw will be made from the names of all the prize-winning schools and the staffroom of the school drawn will receive a case of sherry.



OFFICIAL ENTRY FORM

School
Address
Name of Contact at School/school sponsor



Dance of the deities: flashback to an earlier production

Schools prepare for Hindu classic

A £100,000 spectacular, based on the classic Hindu epic *Ramayana*, is to be staged by schoolchildren in Battersea Park next year. It will be the centrepiece of a new £250,000 cultural programme, announced this week by the Inner London Education Authority, aimed at stimulating the arts and community relations.

Ramayana tells the story of the abduction of the Hindu deity Sita by the

demons king Ravana, and her rescue by Rama and the Monkey Army. Hundreds of children will take part in music, singing, chanting and dance.

Schools from all over London will help prepare for the open-air drama, which will take place next June, creating giant puppets, costumes and props. Work on the six-month project will begin in January with planning, design and construction workshops for

teachers, lecturers and youth workers, involving theatre, puppet, mime groups, and museums.

Alongside the *Ramayana* performance will be an Indian festival presenting music, theatre, dance and poetry. ILEA hopes to raise £20,000 towards the cost from the public and London businesses.

THE SELECT COMMITTEE REPORT

PRIMARY

Julia Hagedorn analyses a major report on the development of primary schooling from the Commons Select Committee on Education

Schools deserve more staff and funds, MPs say

An all-party committee of MPs has called for more teachers and a much higher level of funding for primary schools in a report published this week.

The Select Committee on Education and the Arts also recommends that the differential scales of pay for primary and secondary teachers which exist at present (because maximum salary scales are based on the size of the school) should gradually be eliminated. It would also like to see schools with fewer than 200 pupils being able to appoint teachers above and beyond the maximum number and level of scale posts.

The Select Committee produced its report after taking evidence from 37 groups of witnesses and 10 individuals over a period of two years. The report runs to almost 300 pages and includes nearly 90 recommendations, ranging from the pre-school years to initial teacher training.

The chairman of the Committee, Sir William van Straubenzee, stressed at the report's launch that he did not expect any immediate and dramatic changes. He saw the report's recommendations as providing a long-term solution.

Sir William agreed that the implications for resources were huge but "the nature of the problem is such that the nation will have to face up to this".

The report stresses that primary education is the foundation upon which the education system is built. It observes that primary teachers are often undervalued and says "the differential resourcing of primary and secondary, to the disadvantage of the former, is but one aspect of this entrenched and misguided tradition".

If teaching standards are to be improved, especially through more in-service, then teachers' contact time must be reduced, the Committee states. The extra 15,000 primary teachers promised by the former Secretary of State for Education, Sir Keith Joseph, are not enough, it says. It recommends a further upward revision in the intake to primary teacher training from 10,300 in 1987 to 11,900 in 1989.

The Committee has obviously been struck on its school visits by the deteriorating state of many buildings. It comments that the current neglect of maintenance must inevitably lead to both teachers and pupils adopting an attitude of "if they don't care, why should we?" The size of the problem should be investigated with some urgency and a programme of improvement put into effect as soon as possible.

The Committee is also worried by the disparity of provision between wealthy and poor areas. But the MPs



The report recommends that all four-year-olds should receive education

say that they regard the problem as being virtually insoluble other than by "providing all children with a sufficiently generous basic entitlement".

It urges the Government to set up a working party to see what this entitlement should be and to ensure that the Rate Support Grant reflects local authorities' different needs.

After hearing a great deal of evidence on the benefits and disadvantages of nursery education and pre-school playgroups, the Committee has come out in favour of admitting children into school at the beginning of the academic year in which they become five.

But the Committee cautions that four-year-olds should not be admitted to a nursery class with more than 26 children. It adds that there should be a full-time ancillary worker in addition to the teacher if there are more than six children and recommends that schools should be staffed on their expected summer term roll.

The Committee sees these steps as a move towards full nursery provision. It regards the present position for the

under-fives as unacceptable and would like to see a national policy based on its recommendations.

Another contentious issue tackled by the Committee is that of daily worship. Unable quite to admit that many schools are flouting the law by not holding even a daily act of worship, let alone a collective one first thing in the morning, the Committee recommends that the law should be changed to allow schools to hold their assembly at any time of the day and that sections of the school should be allowed to worship separately.

However, the Committee still sees this assembly as being a Christian one despite the multicultural intake in many schools. Parents are free to withdraw their children, MPs said at the launch, and set up an alternative assembly. But even if 98 per cent of the school's pupils are of a non-Christian background, the 2 per cent must be allowed their Christian worship.

It is known that several Committee members, notably Mr Harry Greenwood, Conservative MP for Ealing North, were adamant that this should

be so. Mr Greenwood sees a Christian assembly as setting the ethos of a school and as "helpful for those children of other religions to understand the culture and religion of Britain".

MPs would like to see the Secretary of State setting out a policy on curriculum, perhaps through a consultative committee. The emphasis on partnership between the various administrators and users of the education service but the outcome would be a change in the law to allow the Secretary of State to issue guidance on the curriculum from time to time.

The Committee envisages a series of documents along the lines of the 5-16 which would be produced for aspects of the curriculum.

Schools are also asked to produce carefully thought-out development plans to which all should contain parents, teachers, governors, local authorities. Schools would also produce their own schemes of work and would go into considerable detail about what children are expected to study and how these intentions are to be fulfilled.

MPs were obviously worried by the proliferation of bodies involved in the accreditation and approval of teacher training courses. They were some of their strongest criticism for body set up by Sir Keith Joseph, Council for the Accreditation of Teacher Education (CATE). There is a potentially damaging breakdown of understanding between the Secretary of State, CATE and HMI on the one hand, the report says, and the various institutions on the other.

The MPs would like to see CATE remit lapse at the end of its term as its task taken over by the Council of National Academic Awards and other bodies.

The report now goes to the Department of Education and Science, which has no obligation to implement the Committee's recommendations. But so, as the Committee's chairman, the searchlight is briefly back on to primary sector.



Sir William van Straubenzee: chaired the Select Committee

policy of response to children's work, including marking system.

It should be required of all schools that they have schemes of work covering the whole range of the work they undertake.

HMI should include in its reports a reference to schemes of work, say whether the work of the school is in keeping with the schemes, and which, if any, should be revised.

The number of advisers with experience in primary education should be increased, particularly but not only for nursery and infant stages.

The L.E.A. advisory services who do not at present conduct formal inspections of schools, should do so.

Consideration should be given to making local authority inspectors' formal reports public - subject to certain constraints.

All schools should be provided with at least one colour television set and a scheme should be devised to provide all schools with video-recorders.

The DES should set up a working party to advise on the levels of resources to which children should be entitled, subject to locally applied criteria.

As a matter of urgency, an assessment of maintenance requirements should be conducted under the general

guidance of the DES so that a programme of improvement can be put into effect.

Progressively, all reception classes should have an ancillary helper.

Full-range primary schools should, where possible, be large enough to have eight teachers. Some separate junior, separate infant and separate nursery schools should be retained to provide for a number of size scales, they should be treated on a parity of treatment between primary and secondary teachers.

Authorities should be permitted to appoint beyond the maximum number and level of scale posts in primary schools of fewer than 200 pupils.

The Audit Committee should apply to primary education, the principles it adopted in *Towards Better Management of Secondary Education* so that its advice may be available with regard to the management of primary schools.

Good headteachers take part in the teaching and this should be established in legislation.

A further upward revision in the planned intake to primary teacher training, to at least the mid-point between the forecasts of the Government and the Advisory Council on Teacher Supply and Education of Teachers that is from 10,300 in 1987 to 11,900 in 1989.

ACSET, or something very like it, should be reappointed.

Each school should have a named person who is responsible for co-ordinating the training needs of teachers in the school and for advising on those needs which must be met by the school.

This should ordinarily be the responsibility of the deputy head, where one exists.

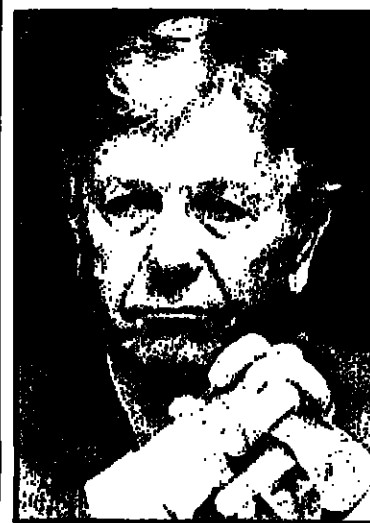
Teachers who transfer from secondary to primary schools should undergo a period of training.

There should be a special programme of training for infant teachers who are teaching for the first time, or are soon to teach children of three or just four years of age.

PRIMARY

THE SELECT COMMITTEE REPORT

Unions lay down the welcome mat...



Peter Griffin: manipulation

The Select Committee report has been welcomed by teacher unions and politicians alike. There is a general feeling that primary education has been given the boost it needed, and it is now hoped that the Government will act on the recommendations.

Mr Fred Jarvis, general secretary of the National Union of Teachers, said that the call for proper funding, and for additional teachers, and the criticism of state school buildings were very much in line with what the NUT had been saying for years.

"I hope the Secretary of State won't ignore this report, embarrassing though much of it must be to the Government," he said.

Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers was slightly more guarded. He hoped that the Education Secretary would take immediate note of the demand for more teachers. "You don't get

teachers into schools in the twinkling of an eye. It takes time to recruit and train them. If children in schools are to receive justice."

Mr Peter Griffin, former NUT president and primary school head, said that the call for non-contact time for primary school teachers could not have come at a better time.

But he was slightly concerned about the envisaged influence of the Secretary of State on the curriculum through a curriculum committee. He felt that it could be a dangerous move.

"It raises the question as to what the consultative committee will be about," he said. "There is a need for a forum of some kind that allows discussion, but this suggestion is marginally dangerous in that it is capable of manipulation."

Mr Griffin felt that the creation of "co-ordinators" would lead to a much improved teaching force.

He would have liked to see more in the report on racism and felt that the

section on school assemblies was too bland in its assumption about the Christian nature of British society.

The National Association for Primary Education expressed its gratitude for the sympathetic ear given to the primary sector by MPs. It felt that many of the proposals were radical.

"NAPE welcomes many of these suggestions and also the new and increased resources without which their implementation would be a folly," it said.

NAPE felt that the Select Committee was calling upon the Government to do more than simply accept that primary education was important. "It is asking the Government to pay for it to become even more important."

Mr Giles Radice, Labour's education spokesman, welcomed the report wholeheartedly and said that it had been worth waiting for.

The report represented a strong condemnation of the Government's

record on building and capital expenditure and their record on resources, he said. He particularly welcomed the emphasis on nursery education which would be one of the first priorities for his party when it came to power.

Mr John Hallett, chairman of the Undergraduate Primary Teacher Education Conference, was also delighted by the report. He said it would raise the morale of teacher trainers which was at an all-time low at the beginning of this academic year.

There was a shortage of applicants wanting to teach the younger age group, he said, and perhaps the report would help to change this, since they were the ones most adversely affected by the CATE criteria.

"It is very heartening for a group of teacher trainers who have been battling away for two years that a Parliamentary Committee has heard what has been said to them."

Call for universal under-5 provision

Under-fives

The Select Committee recommends a series of steps, whose implementation would lead to the equivalent of nursery education for almost all four-year-olds.

The MPs state that all three and four-year-olds, except those in the most remote areas, should have a basic entitlement to pre-school provision. Where there are no nursery classes or day nurseries the committee would like to see local authorities helping parents to organize and finance some kind of alternative.

This could either be a playgroup in a local school, or along the lines of a family centre where facilities and some money might be provided by the education authority, but where parents take part in the running of activities and all equipment is bought via fund-raising and fees.

Alongside this provision, the committee would like to see L.E.A.s move towards allowing entry into the maintained system at the beginning of the

school year in which the child is five.

This would either be into a nursery class or, where that was unavailable, into an infant form with suitable staffing and equipment - although not with the stringent building regulations currently operating for nursery provision.

Children admitted to such classes under the statutory school age should be able to attend part-time. Indeed, this would be normal practice unless there were special family circumstances.

The MPs are not satisfied, however, that even this action will deal adequately with the inequality of opportunity that arises simply because of where a child lives. For this reason, they recommend that the Department of Education and Science develops a national policy for four-year-olds.

The committee wants to see all central and local government responsibility for registering and supporting the playgroup movement to be conducted through the DES and local authorities. The MPs would also like to see commitments for the under-fives and under-sevens established in all L.E.A.s.

New consultative body needed

The Select Committee is cautious about prescribing levels of knowledge expected at given ages. Instead it prefers to rely on the Assessment of Performance Unit's descriptions of the stages that different age groups have reached.

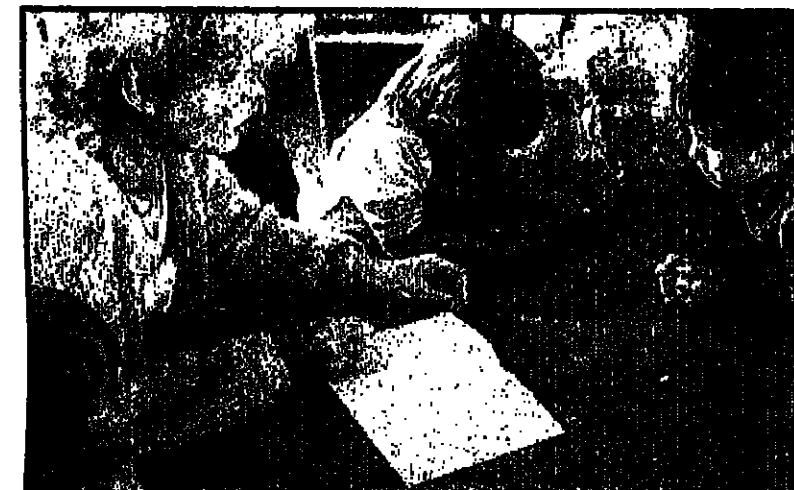
The MPs propose that the Secretary of State set up a consultative committee to advise him on the curriculum. He would then issue a list of general headings for the curriculum, and formulate and issue short documents indicating in broad terms what kinds of activities should be included.

Curriculum

But they admit that there are still some difficult, unanswered questions about children's levels of performance at given times and the progress they make.

They feel that it is not profitable to compare standards over the years. "The more important question is whether children today could, without strain, do better and at what, and whether it would benefit them and society at large if they did..." We are firmly of the view that it is possible to improve children's achievement and that it is necessary to do so both for their good and for the good of society at large.

The skills of diagnosing children's learning difficulties and selecting and



Selecting and presenting new tasks are the essence of teaching

presenting new tasks are the essence of teaching, they add. Initial in-service training should be directed at helping teachers to make such judgements effectively.

MPs recommend that teachers should visit each other's schools and should have available examples of the best practice in classrooms similar to their own.

The Committee was surprised that as many as 10 per cent of schools did not have unified schemes of work for English, or mathematics. The report recommends that curriculum plans should be produced in some detail and should describe in general terms what resources were available.

nuclear energy 'starter' pack

Atoms, Energy and Electricity, a teaching resource pack developed in consultation with teachers for use with children in the 9-13 age group, is now available from the UK Atomic Energy Authority.

The new 'starter' pack contains three worksheets, 10 copies of each of four booklets, four pupil worksheets and teachers' notes.

Using simple, straightforward language and profuse, full colour illustrations, the pack deals with such topics as the structure of the atom, the way a nuclear power station works, and radiation.

The pack costs £13 inclusive of VAT, postage and packing. To obtain a copy please use the order slip below, enclosing payment by cheque or postal order. Payment refunded on return of goods undamaged if not satisfied.

To UKAEA Education Service, PO Box 10, Wetherby, West Yorkshire LS23 7EH. Please supply the Atoms, Energy and Electricity teaching pack. Payment of (£) enclosed.

NAME _____

ESTABLISHMENT _____

ADDRESS _____

POSTCODE _____ SIGNED _____

IDEAL FOR TEACHING AND SELF-STUDY

Improving English Skills

Desmond Evans/£5.95

Practical, self-help for English users who want to write clear, correct English. Combines guidelines and examples of good practice with a variety of practical assignments.

Inspection copies available: Pitman Publishing Ltd., 12-14 Salford Crescent, Southport, Merseyside PR9 9YP.

Pitman

IN BRIEF

Move to end selection fails

Overtures from Northern Ireland's three main teachers' unions for an initiative which would enable Ulster to move towards non-selective education have been rejected by the province's education minister, Dr Brian Mawhinney. A deputation was told that there was no evidence to convince the Government of widespread local support for comprehensive education.

More advisers

Cheshire is to step up its spending on advisory staff by more than £134,000. Extra funds will enable the appointment of five advisers in subjects such as geography, life skills, music, languages and home economics, two principal advisers, and the secondment of surplus teachers into the service.

Biology terms

A joint working party of the Institute of Biology education division and the Association for Science Education is to make recommendations for teachers, examination boards and textbook authors involved with the 13-18 age group on standardizing biological terms used in schools.

Blind student

A blind student has been offered a place at Cambridge next month to study palaeontology. After seven years at Worcester College for the Blind, Paul Upchurch, of St Albans, left last term with 12 O levels, 11 at grade A, and three A levels, all grade A.

Handicap fund

Brighton council and Sussex University are setting up a special fund for physically handicapped teenagers to study for degrees. The scheme will select potential students from East and West Sussex before they start GCSE courses.

On screen

Information on more than 5,000 updating courses is now available on Prestel as a result of an extension to the Professional, Industrial and Commercial Updating Programme short-course directory.

Oxfam offers

A history of South Africa and a profile of the potato are among the subjects featured in Oxfam's latest catalogue of resources for development education, which offers new course books for primary and secondary teachers, posters and activity ideas, and a list of contacts.

£1.3m labs

Warwick University has opened new, £1.3 million biotechnological laboratories in a project backed by the Wolfson Foundation and the city of Coventry.

Wrong name

The article entitled "Effective Clusters" on page 47 in last week's Extra was attributed to Keith Wedell. The author's name is in fact Klaus Wedell.

Open University School of Education

SCHEMES FOR TEACHER APPRAISAL

Is your school or college operating or developing any kind of teacher appraisal scheme?

We are compiling and publishing:

A Second Review and Register of School and College Based Teacher Appraisal Schemes

In order to up-date the information contained in our first review and register, which was published in May 1985.

If you are operating or developing such a scheme in your school or college and are willing to share information about it, we would be most grateful if you would contact:

Clara Turner, Research Fellow, School of Education, Open University, Milton Keynes, MK7 4AA

Telephone (0500) 63317 or 63377

or write to the same address

or write to the same address

or write to the same address

or write to the same address

or write to the same address

or write to the same address

or write to the same address

or write to the same address

or write to the same address

or write to the same address

or write to the same address

or write to the same address

or write to the same address

or write to the same address

or write to the same address

or write to the same address

or write to the same address



Course tutor David Entwistle and his "Sunday school" pupils

Appeal follows primary pupils' clash 'Renew efforts to end sectarianism' schools told

by Carmel McQuaid

Dr Brian Mawhinney, the Northern Ireland education minister, has urged schools to make renewed efforts in bridging the province's sectarian divide.

His call came following an ugly incident in Belfast earlier this month when 40 feuding primary-age children from a mixed area had to be dispersed by police. Youngsters from Catholic and Protestant factions were taunting each other and an attempt was made to burn a flag.

Dr Mawhinney, in a letter to more than 1,000 primary and 250 secondary schools, pleads with teachers to do all they can to foster in pupils a tolerant respect for other attitudes and opinions.

The minister's letter is accompanied by a copy of a "general lesson", a community relations museum piece, first circulated to all of Ireland's schools in 1935, which Dr Mawhinney sees as still "an appropriate theme for morning assembly or a lesson in English, history or religious education."

In particular, he wants its statement that "quarrelling with our neighbours and abusing them is not the way to convince them that we are in the right and they are in the wrong" to be highlighted.

Dr Mawhinney has also called on Ulster's youth to get involved in breaking the sectarian mould they have inherited. "Crucial and fundamental Christian beliefs" are shared by both communities. If given precedence over social, community and political pressures, they could be a means to heal the scars left by history, he says.

"They command us to love our enemies, to bless those that curse us and not to return evil for evil. You do not have to be a genius to work out the implications for community relations of these exhortations in our province today," the minister adds.

Another approach was for young people to cross the sectarian divide and mix as much as possible in the other community. Such a contact could serve as a foundation for reconciliation in the future.

Dr Mawhinney says: "The Government may be able to stop the fighting on the streets but only you can stop the fighting that takes place in hearts and minds."

"Are you really satisfied with a province in which neighbours gang up to throw stones through the windows of fellow neighbours for no reason other than that they worship in a different church?"

Going to church... for an O level

A group of parents in the Wirral paying for private O level music lessons for their children, after the subject was dropped from the OGC curriculum.

Two Wirral secondary schools dropped music for fourth-year pupils because not enough children opted for the new GCSE syllabus. At some other schools, children have been unable to take a GCSE music course because it was not their main option.

The private lessons are being held at Tranmere Methodist Church, Bellefield. The 10 pupils attending in class, which meets for two hours on Sunday, are due to sit O level next summer.

Mr David Entwistle, the course tutor, has blamed Government forcing local authorities to axe arts subjects such as music, and for parents to go private.

Mr Andy Traill, the Tranmere Methodist church's property steward, said he was pleased to see such a rise from parents. "Our Sunday school was formed over 100 years ago to provide education not otherwise available then. It seems ironic that the wheel has turned full circle."

Single-sex colleges at bottom of Oxford table

For the fourth year running, St John's has come top of the Norrington Table, the unofficial league of Oxford colleges based on their degree results.

The table is discouraging for supporters of single-sex colleges: the three remaining women's colleges, St Hugh's, St Hilda's and Somerville,

came bottom. This year, scores were worked out by awarding five points to a first class, three points for a second, two for a lower second, and one for a third.

The total was then expressed as a percentage of the college's potential maximum.

	Points	Max Points	Per Cent	Position
St John's	363	530	68.5	1 (1)
Merton	220	325	67.7	2 (8)
Corpus Christi	155	230	67.4	3 (5)
Exeter	278	425	65.4	4 (2)
Lincoln	213	325	65.5	5 (17)
University	322	500	64.4	6 (7)
Braunose	276	450	61.3	7 (19)
Hartford	280	480	60.8	8 (12)
Balliol	318	525	60.6	9 (9)
Christ Church	323	555	60.0	10 (10)
Trinity	290	335	59.7	11 (15)
New	335	565	59.3	12 (3)
Magdalen	301	515	58.4	13 (4)
St Edmund Hall	288	495	58.2	14 (8)
Worcester	263	480	57.2	15 (24)
Wadham	310	545	56.9	16 (16)
Keble	340	600	56.7	17 (18)
Orléans	223	400	55.8	18 (14)
St Anne's	298	540	55.4	19 (28)
St Catherine's	349	630	55.4	19 (22)
Lady Margaret Hall	279	505	55.2	21 (10)
Jesus	239	435	54.9	22 (11)
Queen's	231	430	53.7	23 (12)
St Peter's	228	425	53.6	24 (21)
Pembroke	219	420	52.1	25 (23)
St Hugh's	267	520	51.3	26 (26)
St Hilda's	240	475	50.5	27 (25)
Somerville	280	525	49.5	28 (27)
	7,629	13,135	Ave 58.1	

* Denotes equal placings
Figures in brackets indicate last year's positions

Memorial for quake victims

by Sue Surkes

The Latin American Studies Scholarship Fund, set up in memory of three British language students killed in the Mexican earthquake a year ago, has raised half of its £220,000 target.

Supported by the Mexican Embassy in London, several higher education language departments and individuals, the fund was established by the Central Bureau, a government-funded charity which promotes international education through exchange.

A trust has been set up to administer the money which is expected to provide at least three travel scholarships a year from next September for students wanting to spend time in Latin America. The fund was launched in London, obtained by telephoning 01-495-5101.

Essex draws up plans for new RE syllabus

Essex County Council has adopted a fresh approach to religious education that will enable its schools to draw up their own teaching programmes within the framework of a broad, statutory syllabus. It aims to:

- Enable pupils to interpret their own experience of life and be aware of and understand the religious dimensions;
- Help pupils acquire and develop the skills necessary to recognize and consider religious phenomena, ideas and beliefs and to acquire the necessary factual information about religion in general and Christianity in particular;
- Develop sensitivity and openness towards religious and non-religious ideas, beliefs and practices.

Essex plans to complete the changeover to the new syllabus within two years.

Safety advice on chemicals

The Health and Safety Commission has issued guidelines on using chemicals and other potentially dangerous materials in schools, colleges, polytechnics and universities.

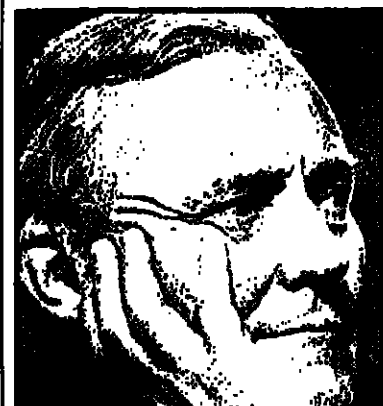
The advice, printed on a pocket-sized card as a series of dos and don'ts, is aimed at pupils and students as well as teachers and ancillary staff.

It does not cover the handling of equipment. The TES reviewed last week that the Educational Foundation for Visual Aids had not only equipped with health and safety regulations and some was potentially lethal.

The advice on Health and Safety Executive offices in London, Sheffield, Manchester and

Tony Benn has been reflecting on teaching and the recent pay dispute. Report by Barry Hugill

A little hindsight and a pinch of whimsy



Tony Benn: resented the treatment he received at school

Mr Tony Benn, the former Labour Cabinet minister, was not allowed to take singing lessons at school - because his teachers said that he couldn't sing.

Nor was he taught carpentry, typing or cooking because his school was interested only in "the rat race of examinations".

He has resented the treatment he received at school ever since and now believes that every child should be taught to "cook and to clean, to type, to telephone - because these are the basic social skills and I think they should be taught to everyone along with a broad range of academic work in a broad curriculum."

In an interview in the magazine, *Teaching London Kids*, he says that a mistake the teacher unions made during the recent pay dispute was "not to

be sufficiently political about it".

While not criticising the teachers, he would have advised that schools could have become "alternative media" centres one day a week.

Teachers could have invited "the miners, the postmen, the steelworkers" into the schools and made them centres of discussion about the role of education in society. Such a strategy would have "terrified" the Government "much more than stopping lunch-time duties".

He also suggests that teachers should explain to pupils the role of the Manpower Services Commission and the Youth Training Scheme.

"Teachers should explain... what they are about and what they are intending to do, as if you were about to go into prison and you were talking to

someone and you said 'Well look, in prison they won't let you do this and they won't let you do that, and you only get two letters a week but at least you get your meals' - and try to use the schools to educate people to understand the MSC as a Ministry of Social Control."

Mr Benn speaks approvingly of Chairman Mao, quoting his definition of a leader's role - "I think of myself as an old man going through life under a leaky umbrella."

"Now I thought that was a marvelous job specification for a head of state! There was Wilson with his 'hundred days', Pompidou, Heath so busy going in and out of No. 10, tea and sandwiches to resolve every dispute, summit meetings and so on, and here was Mao who was a teacher, a primary

school teacher, and he sat at home and he wrote poetry and he put up big character posters and he stimulated the Chinese."

Mr Benn says that the hardest thing he can say about the Labour Party's official education policy "is that most people in and out of the party don't really know what it is in any detail."

He favours the development of a "Manifesto of Demands where you say this is what we want and we want it now, and we are not going to wait even for a Labour government, and even if there is a Labour government we're not sure it's going to happen, so we are going to demand it with greater force."

Teaching London Kids No 24, 20 Durham Road, London SW20. 6lp.

Gwynedd tries to encourage healthy habits

by Iola Smith

After being branded one of Europe's worst heart disease black spots, Gwynedd is mounting a major health education programme to encourage school children to adopt healthier lifestyles than their parents.

Funded by Heartbeat Wales (a £1 million heart disease prevention project) the programme will aim to foster discussion on health issues in biology, home economics, PE, English and Welsh.

"Four risk factors were identified by Heartbeat Wales as being particularly disturbing in Gwynedd", says health education officer Mr Gareth Morgan. "Excessive smoking (at 39 per cent Gwynedd's rate is higher than the national average), fatty diets and high blood pressure and cholesterol levels".

Making youngsters aware of these problems, plus changing smoking, diet and sedentary lifestyles is Heartbeat Wales' objective.

Gwynedd is mounting an anti-smoking drive aimed at 9 to 13-year-olds. According to Mr Morgan, "stopping experimentation and discouraging pupils from becoming regular smokers is the intention. The programme may also be a means of influencing parents."

Major changes have already been made in school meals provision, especially in the primary sector.

Fatty sausages are banned and chips are only allowed one day a week. More fresh fruit and vegetables are

available, together with salads. Mr Morgan insists, however, that these meals must be attractively presented, so that healthy choices prove both appealing and popular.

This seems to be happening, as teachers, pupils and parents have welcomed the new-style lunches. And, as an additional incentive for school kitchen staff, they have been entered for the Heartbeat Wales Good Food Awards.

Heartbeat Wales is also promoting exercise in Gwynedd. Only one in five men and one in forty women in the county exercise regularly, and this lack of interest is being blamed on the excessive promotion of excellence in schools' PE classes.

Focusing more on enjoying sport and developing sports such as aerobics for girls would increase interest in participatory sport in adult life, Mr Morgan suggests.

The Heartbeat Wales money should also increase in-service training for teachers and become a means of promoting participatory learning techniques in health education classes.

It is also hoped that the health education message will cross subject barriers. "By linking health to communications skills and personal development, even English and Welsh language lessons can assist in giving youngsters the confidence to choose a healthy lifestyle," Mr Morgan explained.



Facing up to unemployment: EastEnders actor Paul Medford applies a student's make-up during a visit to Camden Adult Education Institute to launch the Inner London Education Authority's 1986 guide to adult education, *Floodlight*. At present the Institute is hosting a two-week festival, on behalf of the Camden Youth Unemployment Project, to show jobless youngsters what courses are available.

Pay package weakens merger idea

by James Melkie

A staffroom campaign for unity, Teachers for a Common Policy, also seems to have lowered its sights, at least for the short term.

It was launched last summer to work toward a merger of unions or at least a joint committee on pay and conditions.

Now the emphasis is on getting agreement on educational and curriculum matters first.

The NUT leadership was told by its annual conference in Blackpool to make overtures to the NAS/UWT, the only other union among the six main teachers' organizations that is affiliated to the Trades Union Congress.

An exchange of letters has been the only result. The NAS/UWT says there is no point in building on the joint action often seen at local level when the unions' national policies are so different.

The NUT also now regards the issue as being on the back-burner, although it may ask the TUC to see if it can encourage the NAS/UWT to think again.

Meanwhile, the union seems to be forging more understanding with the non-TUC Assistant Masters and Mistresses' Association, although more formal links with them are extremely unlikely.

Cuts in English

The heads of English in 37 polytechnics and colleges of higher education have launched a protest campaign against Government cuts in their subject in public sector higher education.

The department heads reveal that plans have been made to close entire departments at Newcastle and Brighton on polytechnics, and further cuts are being considered at a wide range of institutions.

They argue that the cuts will make it more difficult for mature students to take higher education courses.

5½% salary rise

Academic staff in Northern Ireland's colleges of education have been awarded a 5.5 per cent pay increase, or £519, whichever is the greater. The rise is the same as that given to teachers both in the province and in England and Wales, and will be backdated to April.

Dyfed secondaries 'short of Welsh-medium staff'

by Bert Lodge

Dyfed secondary schools have enough teachers of Welsh but there is a shortage of staff capable of teaching other subjects in the language, HM Inspectors have found.

Their report covers the 18 secondary schools in Ceredigion and Carmarthen districts. In the four schools designated bilingual where Welsh is the official language, a good range of subjects is taught through Welsh but in the remaining schools the situation is less satisfactory.

"There is a clear need to improve the deployment of staff in more than one school and to provide further in-service training to assist those who are teaching a subject outside their main specialism and those trying to undertake Welsh-medium work without sufficient preparation for the task."

BRITISH PSYCHOLOGICAL SOCIETY

INCORPORATED BY ROYAL CHARTER

Psychology Project Award for Schools and Colleges

Entries are invited from Schools and Colleges for the Psychology Project Award sponsored by The British Psychological Society. Working alone or in small groups students are encouraged to carry out 'empirical projects of a behavioural nature' having first received help from a 'local adviser' in a nearby university or polytechnic.

The project may be part of a General Studies, Science or other programme of study, including 'A' level Psychology. The prize for the best entry will consist of book tokens to the value of £100, for both the students and the school or college plus a certificate.

A free booklet giving full details of the award, advice on how the project should be carried out and the names of local advisers is available from:

The British Psychological Society
68 Princess Road East
LEICESTER LE1 7DR

Please send me the booklet on the Psychology Project Award.

Name

School/College

Address

.....

.....

.....

.....

.....

.....

.....

.....

.....

Girls lead in French at 13 says APU survey

by Geraldine Hackett

Girls are better at French at the age of 13 than boys, according to a survey by the Assessment of Performance Unit. And girls at single-sex schools understand French better than girls from mixed schools.

The survey of 13-year-olds found that while most pupils enjoy learning French, the proportion was higher among girls - 53 per cent compared with 48 per cent for boys.

The best performances in French tended to be from pupils who had visited France, and pupils from middle-class areas tended to score higher than pupils from inner-cities. The absence or presence of streaming appeared to make no difference to performance.

The survey found that pupils taught in large classes performed better than those in small classes, but that may be accounted for by the practice of limiting class size for low-achieving children.

What children hate most about French is learning lists of words. The report suggests that pupils might learn vocabulary from listening and reading which are liked by pupils.

The most popular language after French was German but researchers say this may be because German is often the only second foreign language offered. Other pupils said they would opt for Latin, Russian and Scandinavian languages. A few pupils expressed a preference for Chinese, Celtic languages, Greek and a south-east Asian language. Some pupils even suggested Australian or American.

The picture that emerges, the survey concludes, is that 13-year-olds have positive views about their foreign language learning. "This is a welcome contrast to the frequently expressed view that pupils in schools are not interested in foreign languages."

While girls were better at French, a higher proportion of them were uncertain about its usefulness after leaving school. Some 35 per cent of girls were uncertain of its usefulness, compared with 28 per cent of boys.

Foreign language performance in schools: Report of the 1984 survey of French is available from APU, Room 477A, Department of Education and Science.



The art of balance: Debbie Woodward, aged 12, fixes her attention on the beam during the gymnastics section of the Special Olympics UK held in Brighton. She was one of 1,000 mentally handicapped contestants from all over the world to enter the so-called "friendliest games".

Picture: David Sims

Jeremy Sutcliffe at the annual conference of the Campaign for the Advancement of State Education

Teachers and parents 'must unite against extremists'

'Toasting' of absent friends

Teachers and education officers should put aside their fears of parent power and use it to restore consensus and moderation in education, according to a leading campaigner for state schools.

The education professionals disliked the fact that an increasing number of decisions affecting schools were being taken by political extremists of both the Right and Left, Mrs Joan Sallis, CASE's chairperson, told last weekend's Southampton conference.

"Why is it that, when most people are moderate, power is in the hands of extremists and consensus has gone?" she asked. "The teachers and officers who feel unhappy about what is happening do not see that most of the middle ground is occupied by ordinary parents. Instead, they are frightened of parents organizing themselves."

"But unless people in the middle organize and are aware then extremists of all kinds will prevail because of the apathy."

Mrs Sallis said that parents were the only defence against decisions being made by minorities. The Left did not like parents any more than the Right because they threatened political power.

Unfortunately, while most parents were concerned about education, they were poorly organized, she added. What was needed was a strong alliance on behalf of children between parents and teachers.

Concern over state education and the effects of the long teachers' pay dispute have brought "unprecedented" growth in CASE membership, with 13 new associations joining during the past year. Four more were about to join, said Mrs Sallis.



Joan Sallis: danger in apathy

Mrs Sallis' wit enlivened the normally dull "snuggles for absence" item at the start of the conference.

Mrs Thatcher, she explained, was invited, but turned the opportunity down because she thought a weekend by the Solent would be rather wet. Sir Keith Joseph, originally booked to be a guest speaker before he announced he was hanging up his mortar board and gown, said he had got out of the habit.

Mr Neil Kinnock was sorry, but he was in the middle of a metaphor, said Mr Tony Benn was in the middle of a mug of tea. Even Dr David Owen couldn't make it. He, said Mrs Sallis, could not get his act together.

But Mrs Sallis reserved her most impressive flash of repartee for later in the day, while chiding questions from the floor. It was, she suspects, one last tilt at Mrs Thatcher.

"If Newton was around today he would probably be rewarded not for discovering gravity, but for catching the apple," said the epigrammatist Mrs S.

ILEA leader warns that TV distorts attitudes

Television violence has a greater influence than schooling on the sexual and political attitudes of children, and the Government must recognize this if it is worried about its future, Mrs Frances Morrell, leader of the Inner London Education Authority, told the conference.

She was responding to criticism by senior Government members and Conservative politicians about alleged bias in political and sex education in schools. The latest of these came last week when Mr Kenneth Baker, the Education Secretary, called on the

ILEA to ban a book about a five-year-old girl being brought up by two homosexual men.

Mrs Morrell condemned the Government for on the one hand arguing a return to "Victorian values" while on the other ignoring the impact of television.

Children learned most of their attitudes to sex and politics, not in the classroom, but by sitting in front of the television for several hours a day, she said. Therefore, television was the greatest educator of children, and violence played a large part in conditioning their attitudes.

"Political education in our society is derived from television. Television is the single greatest educator of our children. Research today suggests children spend more hours watching television than anything else."

"I am shocked by the level of violence. If the Government is seriously concerned about political education, the place to start is violence on television," she said.

Heads and governing bodies of schools had the responsibility to ensure that over a period of time a

balanced point of view should be given on political topics. The trouble was that every political party thought that being down, just as it believed that political coverage on television was unfair to it.

"Women are being debased and humiliated every day because of violence on television," she added.

Mrs Morrell also called on CASE members to join a national campaign to save state education, involving the local authority associations, teaching unions and parents.

Employers dissatisfied with HE students' personal skills

by Hilary Wilce

Higher education must strengthen the personal and non-academic skills of students, according to employers.

Communication skills, an eagerness to solve problems and the ability to work in teams are needed in all kinds of managerial and technical jobs, along with the ability to be flexible, adaptable and innovative. But many students lack these skills, according to a new report from a liaison group of employers and academics.

The group says greater account must be taken of personal skills in selecting candidates for higher education, and

more must be done to develop these skills in tuition.

The report is the final one from the group set up by the National Advisory Body for Public Sector Higher Education, under Sir Henry Chilver, to look at links between higher education and the world of employment.

Transferable Personal Skills in Employment. The contribution of higher education. Published by the NAB, Metropolis House, 22 Percy Street, London W1P 9PF. Free, but only limited copies available.

Advice issued on humane ways to kill school animals

New guidelines on the humane killing of animals in schools have been issued by the Universties Federation for Animal Welfare.

They include the recommendation that, in an emergency, sick or injured rabbits may be destroyed by dislocating their necks - but only if carbon dioxide gas, which acts as an anaesthetic, is unavailable. Normally, rabbits should be put down by a vet.

The guidelines for teachers also recommended carbon dioxide gas to kill rodents, birds, amphibians and other vertebrates. Tricloro methane sulphate (MS222) is also recommended to kill fish and amphibians.

An alternative for amphibians is refrigeration, followed by freezing and plucking (destruction of the spinal cord). Invertebrates may be destroyed using either freezing, chloroform, boiling water, ether or carbon dioxide. The recommendations were made by Dr Jenny Kemmy, UFAW's assistant director, at a symposium on Humane Slaughter and Euthanasia held at London Zoo last week.

The guidelines, *Animals in Schools: Trends and Methods*, will be published in the new year by UFAW, 8 Hamilton Close, South Mimms, Potters Bar, Herts EN6 3QD.



Peter Badger tries to beat his table tennis opponent - a machine he designed and built himself. The fully-automatic table tennis training machine won Peter, 18, from the West Bridgford School, Nottingham, a £200 prize at the Wembley finals of the Young Engineer for Britain competition. Seventy teenagers took part in the last stage of the Engineering Council's contest which is aimed at strengthening links between education and industry. The overall winner, 16-year-old Matthew Barker, of Edlington comprehensive school, Doncaster, received a trophy and £1,250 for his school for a muscle-stretching machine.

Industry promoters to join forces

The two agencies which promote the business ethic most aggressively in schools are to link their operations. It is a move rare in the school-to-work field where a heavily-funded multiplicity of industry-liaison organizations compete for the attention of teachers and pupils.

Youth Enterprise gets pupils to set up their own school businesses offering the help of experienced managers. It sticks to the private enterprise company model, although other organizations like the School Curriculum Industry Project and even the Department of Trade and Industry acknowledge the fact that some teachers and pupils much prefer co-operatives and

are careful to support both kinds of school enterprise.

Understanding Industry, child of a bankers' consortium, is often confused with Understanding British Industry, the CBI's educational foundation which arranges secondments to industry for teachers. Understanding Industry sends managers into schools to teach sixth-formers how companies operate - with the emphasis again on private enterprise.

Its director, Mr Antony Wood, says: "For the first time, two of the 90 bodies active in this area have come together to pool our resources. I believe it marks a fundamental shift towards greater co-operation in this vital area."

Head on their tail

The British Youth Council has chosen a FURY woman as its new head. Rachel Burnham, 23, was elected to the chair at the weekend.

Miss Burnham, who was unopposed at the annual general meeting at Sheffield, is a member of FURY, the Fellowship of the United Reformed Youth, which is the official youth wing of the United Reformed Church.

From Whalley, Lancashire, she was women's officer of the Aston University student union until she graduated this summer.

Edited by Mark Jackson



The choice of combining languages with business studies should not be overlooked

The recent Department of Education and Science complaint that students are not sufficiently aware of the importance of foreign languages to increase their chances of a job on the Continent does not fall on deaf ears.

Those who criticize might try to produce a list of British firms operating in Europe who are prepared to outline what they require of employees. At a recent meeting of heads of English-speaking schools in Europe, the main concern was that they were not short of British boys and girls who could speak a foreign language fluently, but lacked a list of firms who could employ them.

Foreigners who decide to learn a language frequently choose English. But what of our own students - should they plump for French, German, Italian, Spanish, Norwegian or Swedish? Whatever the decision, you have immediately restricted your career

SCHOOL TO WORK

High salary levels draw wry comments from senior OU staff

Open College lures managers with big money

Mouth-watering salaries are being offered to attract top managers to the Open College, the "mixed economy" agency which has been set up by the Government to organize mass distance-learning adult training.

The college came into legal existence with the registration on Wednesday of a private, limited-by-guarantee company.

Earlier in the week, a firm of management consultants had begun advertising for a chief executive and two directors. Around £50,000 a year is being offered for the top job, and £40,000 for each of the others. The salary levels are already drawing wry comments from senior Open University staff, whose pay is considerably less.

Its vice-chancellor, Dr John Horlock, is thought to earn around £40,000 at most, and directors - whose responsibilities appear to be similar to those set out for the Open College directors, get an average of £25,000 a year.

The salary levels for two of the Open College posts were fixed on the advice of the management consultants handling the recruitment, who say that this is the sort of money needed to get people of the calibre and background specified.

The advertisement for the chief executive calls for "an impressive track record" in managing new developments and favours a background in broadcasting, publishing, or training.

The choice is likely to be either a dynamic businessman, or someone such as Ms Naomi Sargent, Channel 4's education chief, a former OU senior administrator who has direct experience of running distance learning as well as of planning and running evening programmes. She has played a key part in originating the Open College concept and getting it under way.

One of the subordinate posts, for a director of programmes, calls for an understanding of vocational education and training but emphasizes experience in commissioning for television and radio.

The target group is likely to be a handful of people who run educational broadcasting departments, and in the independent television companies at least, most of these are already earning close to £40,000, counting the fringe benefits.

A rather different view was at first taken, it would seem, of the pay appropriate to the remaining job, for a director of student services. The college is looking for an educational professional, and knows it could get the right person for a lot less than £40,000 a year.

But Ms Sargent, among others in a group advising on the organization of the new body, argued successfully that to pay the person responsible for



Naomi Sargent: crucial advice

student services less would suggest that supporting the students was considered less important than getting the broadcasting right.

In reality, the advertised figures are simply intended to indicate the level of remuneration available and the status of the posts. What the people appointed get will depend on how much they have been earning and what they are prepared to accept.

The college - which means in effect at this stage its newly appointed chairman Mr Michael Green and the Manpower Services Commission - has been free to offer salaries far higher than those normally paid in education or in most public bodies because the Government intends that it should end up being funded largely by the private sector.

It is not yet clear whether the managers will be permanently employed or on short-term contracts. It is likely that a fourth senior post will be advertised soon for a finance director. The other members of the team will be chosen nearer the date when the college is due to start broadcasting, a year from now.

One reason for postponing this further recruitment is that the college wants to get many of the jobs done by secondment from further education colleges, local authority education departments and the broadcasting companies, who say that they would rather contribute people than money.

Meanwhile, the MSC, which is sponsoring the college on behalf of the Employment Secretary, is filling the gap by arranging the preliminary planning of a curriculum and starting to co-ordinate the organizations and interests - Channel 4 and other broadcasting bodies, the further education sector and distance learning institutions, the OU, and industry groups - who are becoming involved.

The interests concerned, including the local authorities and NATFHE, the college lecturers' union, are represented on two advisory groups which are dealing respectively with content and organization.

Careers Diary

opportunities.

Lancashire Polytechnic has recently pioneered the introduction of an honours degree aimed at meeting the needs of industry for tri-lingualists with an expertise in office technology and European business. This three-year course in office communications and languages starts next September and includes French and a choice from German, Spanish and Italian plus a five-month placement abroad.

Other courses combining a business

studies degree with a foreign language are available at the universities of Aston, Bangor, Belfast, Bradford, Edinburgh, Hull, Lancaster, Leeds, St Andrews, Salford, Sheffield, Strirling, Strathclyde, and Swansea.

Options in foreign languages can also be taken in the public sector with business studies at Hatfield, Leeds, Central London, South Bank, Thames, Manchester and Middlesex polytechnics.

There are courses in European business at Middlesex and Trent polytechnics and at Humberstone and Buckinghamshire colleges of higher education and a course in European business with technology at Brighton Polytechnic, all of which have placements abroad.

Brian Heap

After the Civil War, Charles I lost more than his Kingdom!

See the darker side of history at

The London Dungeon



Open 10 am everyday inc Sundays. Beneath London Bridge Station 28/34 Cooley St. 01-403 0806

WANTED! NEW WRITERS

You! Editors and publishers are on the lookout for new talented writers and journalists from the ranks of our students. The Successful Writers School has provided New Writers with the guidance and support needed to get their work published.

The Successful Writers School provides a unique personal tuition in the home study course, with professional writer tutors - and you work at your own pace. The course covers every aspect of creative writing... Articles, short stories, novels, scripts, journalism even children's books. And you can specialise in whatever kind of writing you choose. Find out about our special 20000 book guarantee.

Send for our FREE booklet. Success in Writing. Write Now! To start send me no money. CAC. Or telephone 01-533 9168 (24 hours)

The Successful Writers School. FREEPOST LONDON E14 9BB. Please send FREE booklet.

Name: Address: Postcode:

LETA

TELEPHONE TRAINING EQUIPMENT AND TEACHING MATERIAL Suitable for

BTEC YTS CPVE PICKUP RESTART SECRETARIAL STUDENTS etc. For FREE information pack PHONE 01-877 8410

UCCAPLAN '87

Comprehensive BSC Micro database on Universities & degree courses in UK. TSL Ltd. BOX 23, FAVERHAM, KENT. Tel 0776 644490

As Britain's Education Secretary tries to get a gay book banned from classrooms, Bill Norris reports from Washington on the growing censorship in American schools

Watchdogs of religious Right begin to bite

Censorship in United States schools is growing, according to People for the American Way, a Washington-based lobbying organization. It claims that controversies involving textbooks and curricula have increased by 35 per cent during the past 12 months, and have more than doubled over the past four years.

The group's survey says the would-be censors are no longer attacking "dirty" books, but rather aiming at ideas with which they disagree—and to a greater extent than before, they are motivated by religion, specifically the views of the Christian fundamentalists.

Mr Anthony Podesta, president of People for the American Way, said: "The survey is evidence of the activities of the religious Right in promoting their point of view in schools. Almost 60 per cent of the incidents were attempts to censor ideas, information and teaching methods in the classroom. Censors today don't just

UNITED STATES

ban books. They want to ban ideas that differ from their own." Teachers trying to combat addition, he added, were under pressure to eliminate anti-drug programmes. Those faced with an epidemic of teenage pregnancy were attacked for undertaking sex education lessons.

Not only are the censors becoming more active, they are also achieving greater success. In the past school year, 39 per cent of the attacks on library books and curricula led to removal or restriction of the materials, compared with 23 per cent four years ago.

In Louisiana, science textbooks which cited dinosaurs as supporting the theory of evolution were banned because they allegedly promoted "radical social and political philosophies and practices." In Alabama,

take place in November.

The recent death of basketball star Len Bias from cocaine poisoning has focused public attention to the point where the issue now ranks high in the opinion polls, and is hence of political importance. A new Gallup poll shows that, for the first time in 16 years, drug use has replaced discipline as the number one topic of concern about public-sector schools.

A separate survey reveals that the average age of first-time drug-users in Boston has dropped to 12.

Mr Bennett's 78-page pamphlet, of which a million copies have been printed, is being distributed free to every school in the country and to anyone else who wants it. It claims that 41 per cent of high school seniors



On the hit list: *The Wizard of Oz* (left) and the works of Ernest Hemingway

37 foreign language and music textbooks were rejected because they failed to meet "certain religious and social philosophies." And in South Carolina, one school board removed the Merriam-Webster College Dictionary from the library shelves after a parent objected to some definitions.

The survey claims that at least 43 per cent of censorship efforts are organized by such right-wing religious groups as the Eagle Forum, Concerned Women for America, and the

National Legal Foundation. Their special target has been "secular humanism", which they claim to have found in the works of Homer, Hawthorne and Hemingway among others. They have objected to *The Wizard of Oz*, *The Diary of Anne Frank*, Hindu fables, stories about space exploration, and biographies of Leonardo da Vinci.

People for the American Way warns that censors' pressures can do serious damage to the quality of education, far

beyond specific incidents. The group's studies show that a sixth of biology textbooks used in schools do not mention evolution at all.

The report, in stressing the danger of religious intolerance creeping into the education system, points out to one fundamentalist organization: Citizens for Excellence in Education has pledged to "bring public education back under the control of Christians by taking complete control of all school boards."

War of words on drug eradication

Getting rid of drugs, especially from schools, is the current American passion. Suddenly, politicians from all sides are struggling to get in on the act.

The House of Representatives has passed a Bill mandating a life sentence without parole for those twice convicted of selling drugs to students. The Senate is talking about the death penalty. President Reagan has spoken to the nation and promised to spend millions on the problem. And Mr William Bennett, the Education Secretary, has issued a pamphlet.

Since the problem of drugs in schools, and in American society in general, is hardly new, cynical observers are suggesting that all this activity may have something to do with the mid-term congressional elections which



Double obsession: addiction, and getting rid of it

Teachers dominate new certification panel

The membership of the panel to set up a national board that will test and certify American teachers' professional qualifications has been announced by the Carnegie Forum on Education and the Economy.

Certification, which would be voluntary, was proposed in May by the forum's report on teaching, *A Nation Prepared: Teachers for the 21st Century*. The concept has since been endorsed by the two major teachers unions and the National Governors' Association.

Most of those named for the panel are teachers — a reflection of the study group's view that, like doctors and lawyers, teachers should ultimately be responsible for setting and preserving their own professional standards.

The proposed scheme will not replace state licensing of teachers, but school boards are expected to seek out certified teachers and perhaps pay them higher salaries.

Mr James Hunt, the governor of North Carolina, and chairman of the planning group, said it would attempt to administer "tough, rigorous tests" to measure teachers' knowledge of

their subject as well as their teaching skills at two levels, leading to a teaching certificate and an advanced certification in a range of fields.

Teachers could theoretically be confronted with simulations of classroom situations and examined on how they might deal with them, said Mr Hunt, rather than simply facing a written multiple choice test.

The planning group includes Ms Mary Furell, the president of the National Education Association, and the Albert Shanker, the president of the American Federation of Teachers.

Primaries still in official disgrace

Michael Knipe on 'must do better' report from the Government

Three years after a national commission contended that American education was deteriorating at all levels and being eroded by "a rising tide of mediocrity", President Reagan and Mr William Bennett, his Secretary of Education, have issued "making good progress" reports on the nation's schools.

Mr Bennett maintained in a radio address that schools had improved dramatically during his years in the White House. Mr Bennett was a mile less sanguine about primary schools where, he said, pupils' progress compared unfavourably with those of other nations.

These schools could and must do better, he said, and he called for a "major reform" of curricula. All too often science was taught as a "grab bag of esoteric facts and stunts" and social studies curricula were "full of ersatz social science" at the expense of history, geography and other traditional topics.

Mr Bennett sugared his criticism by saying that primary education was not menaced by any "rising tide of mediocrity", and indeed was, overall, in pretty good shape. By some measures, primary schools were better now than they had been. Nevertheless, the number of outstanding schools was low, and the effects of good teaching in the first three years were too often eroded in later years.

In general, Mr Bennett said, as primary pupils got older, their performance began to decline. "And by the time they reach the upper grades, we begin to amass data from international comparisons in which our pupils lag behind those from other nations in mathematics, reading and other areas."

Mr Bennett was addressing a lunch at the National Press Club to mark the publication of his 83-page report, *First Lessons: A Report on Elementary Education in America*. In it, he says that primary educators need to redouble their efforts to teach pupils such subjects as reading, writing and mathematics. They also should help them to develop character and a sense of morality.

Mr Bennett speculates that pupils' performance worsens as they get older because work becomes more complex, and parents become less involved, and teachers gradually take less responsibility. He added that apathy could be that some primary schools failed to teach basic subjects.

He argued that the most important way to improve primary education would be to strengthen the parent relationship with schools and to encourage them to help their children learn at home by setting limits on television viewing time, helping with homework, and reading to their children before they enter school.

He also said that schools could be improved through more community involvement, and by treating school principals and teachers as professionals and paying teachers more money upon their performance.

Other reforms he suggested were the freeing of teachers from paper work and other non-classroom duties, lengthening the school year and finding better ways to manage classroom time so that more could be taught.

Mr Bennett maintains that most of his recommendations could be implemented without additional funding or federal action. "The most serious problems facing our primary schools do not derive from a lack of money," he says. "They derive from a curricular confusion, bureaucratic thinking and community apathy."

Reaction from the education community has been mixed. Most education organizations, including the National Education Association, the American Federation of Teachers and the National School Principals' Association, have applauded the report. But both the NEA and the AFT were highly critical of Mr Bennett's assertion that most of his recommendations could be implemented without additional funding.

System stays, but language changes

Andrew Tank on how China's take-over will affect the colony's education

HONG KONG

else, is ultra-competitive. It is not unusual for children to move schools three or four times in an attempt to win a scarce college place. Many parents and business leaders are keen to retain teaching in English on the grounds that it prepares children in the principal international language.

The first education commission report, published in October 1984, proposed a number of measures to encourage schools to adopt Cantonese as the principal medium of instruction, while hoping to allay parents' fears by improving the quality of English teaching.

These include a drive to recruit a cadre of English-speaking teachers for each school. Dr Lee Ono-Wei, the commission chairman, said the aim was for three ex-patriate teachers in every secondary school.

That implied hiring more than 1,000 extra teachers from overseas. The director of education, Mr Michael Leung, warned that full implementation could take a number of years. But he pointed out that the education department had already hired a number

of new ex-patriate lecturers at education colleges, and was expected to recruit 100 English-speaking teachers in the near future.

To improve the quality of Cantonese teaching, one additional graduate Chinese teacher is being provided for each large secondary school. The report suggests this provision should be extended to give smaller schools at least a half-time graduate Chinese teacher.

A Chinese-language textbooks committee was set up last June to prepare a full range of course material and A level exams so that by the end of this decade all subjects can be taught effectively in Chinese.

The commission proposed that the distinction between Anglo-Chinese and Chinese higher schools be abolished, and recommended them to change their names accordingly. Last April, the department sent out a circular outlining the educational advantages of teaching in Chinese to all schools, as a first step towards the implementation of positive discrimination in favour of schools using Chinese as a medium of instruction by 1988.

However, the decision rests with the schools themselves, and many Anglo-Chinese schools are reluctant to be the first to change.

The report's conclusions about the structure of sixth-form education resolves the most immediate problem.

Now students at Chinese higher schools can only apply for further education at either the Chinese University (which runs four-year courses) or the private Shue Yan College.

In contrast, students from Anglo-Chinese schools (who take two-year A levels) can also apply to the more prestigious Hong Kong University, the Baptist College, advanced courses at the Hong Kong and City Polytechnics, or the private Lingnan College.

So the commission suggests integrating the sixth-form curriculum, abolishing the existing H level exam and replacing it with a new intermediate (I) level. This would be taken after one year, and would prepare students for a common A level. The exams would be offered in both Cantonese and English, all admissions to further education would be via a centralized admissions system, and all schools would be encouraged to develop a second-year sixth form.

In addition, the sixth-form curriculum would be broadened to incorporate less academic subjects and prepare students for vocational courses.

The commission's report has been made public to give an opportunity for interested parties to give their views over the next three months. Ironically, its Chinese translation will not be available for several weeks, even though most of the press conference to announce it was conducted in Chinese.

Dennis Gould looks back on Botswana's schooling as the country celebrates 20 years of self-government

Independent state seeks to be self-reliant

Next Tuesday, Botswana celebrates the 20th anniversary of its independence.

In 1966, this arid country of some one million people was listed among the 20 poorest nations in the world. But it has been one of the most successful and stable countries in Africa since gaining independence. The discovery of rich deposits of diamonds has boosted the economy.

English is the country's official language. The first three years of primary school are taught in the medium of Setswana, but instruction is supposed to be in English for the remainder of the education period.

The wisdom of this is disputed. Some claim that Britain took little interest in developing Bechuanaland, as the country was called before independence. The poor state of the roads, the low number of schools, and the lack of institutions of higher education at that time are established facts.

The new political leaders recognized the need to raise the standard of education and to become independent

of higher training outside the country. They introduced free primary education in 1980. Although it is still not compulsory, the rate of attendance is high.

Seven years of primary schooling, starting at the age of six, leads to a five-year secondary programme. Transition depends on examination results, and continuation with the secondary school after the third form also depends on achievement. Of some 21,000 pupils who started primary school in 1973, only about 6,000 continued to the secondary school and only 1,595 reached the final fifth form.

At independence, there were 1,500 pupils in the nine government secondary schools throughout Botswana. By 1984 this number had reached more than 18,000 in 24 government and aided schools, with a further 9,000 in private secondary schools. The latest total for all types of secondary schools is nearly 34,000 pupils; a tremendous increase in a few years, and not without problems.

In 1977, the National Commission

on Education introduced a reform which will create a nine-year course: six years in primary school and three in a junior secondary school. Eventually, this will be followed by a three-year senior secondary stage.

The present small number of secondary schools must be boarding schools to take in pupils from great distances. The scores of new junior secondary schools planned to meet the demands of the new programme are being called community schools. They will be small and closely-linked with the primary schools from which the pupils come and there will be only limited accommodation. The schools will be built by local self help, with some government funding.

Growth has also been rapid in the training sector. Just before independence, only about 250 students attended two vocational schools. Today, some 2,800 students are training at 26 vocational schools and training centres.

Educational expansion is easy to propose but difficult to implement. Far

too few of Botswana's people have been qualified or sufficiently educated to teach at any level. The number of teachers who themselves have only seven years of primary education represents one-sixth of the total. Only 1 per cent of Botswana's teachers has a degree or diploma.

The desperate shortage of qualified teachers leads to lower standards. Quantity dominates over quality. It is not uncommon for newly-qualified teachers to be unable to master the mathematics they have to teach in the primary school, even in the lower classes.

Troubles in Zimbabwe at one time gave a boost to Botswana's teaching force as many qualified teachers from the neighbouring country were employed. However, most of the Zimbabwean teachers have now returned home.

Aid from other countries has poured into Botswana, and much of it has gone into education, to be spent on buildings and projects, as well as the

provision of ex-patriate teachers and lecturers. But the country's declared policy is to become self-reliant.

The teacher training system is expanding rapidly. Only two teacher training colleges existed at independence, with fewer than 300 students. By 1984, 1,000 students were attending three colleges, and a further college for primary teachers and one for junior secondary teachers have since been opened.

Botswana also has its own university, after initially sharing one with Lesotho and Swaziland, and the Government hopes gradually to reduce the need to go overseas for higher academic qualifications.

Despite these developments, some very basic problems remain. Far too many of the country's school classes still have no roof over their heads. Pupils gather under a tree in the hot, dusty climate and writing with a finger in the sand is not such an uncommon sight. While much has been achieved in the past 20 years, much remains to be done.



Free primary education was introduced in 1980

ADVANCED DIPLOMA IN EDUCATIONAL STUDIES

Seven programmes are offered leading to the award of the Advanced Diploma.

Educational Thought

Two units, *Foundations of educational thought*, and *An Exploration of educational problems*, are taken with two additional options.

Secondary Education

The programme offers a broad grouping of four units which may include 14/19: *Education and training*, *Secondary organisation and management*, *Changing the Curriculum*, and/or options on pastoral care, personal and social education.

Pastoral care, personal and Social education

This offers two linked units, *The pastoral curriculum*, *personal and social education* and *Guidance and counselling*, with two optional units.

Education in primary and middle schools

A double unit, *Teaching, learning and the curriculum* 3-13 may be complemented by *Curriculum studies* 3-13 and *Organisation and Management in Primary Schools* or other options.

School organisation and management

A unit on *Organisation and Management* in either primary or secondary schools is followed by *Applied Management in Education*, with two optional units.

Special Educational Needs

Two core units, *Structure and organisation of services for children with special needs* and *The nature of the curriculum for children with learning difficulties*, are followed by two further units, including *Psychology of assessment and intervention in children's learning difficulties*.

Curriculum Studies

Two linked units, *Evaluation in theory and practice*, and *Changing the Curriculum*, are offered, with two additional options, one in the curriculum field.

Write for handbook to: The Secretary, Cambridge Institute of Education, FREEPOST, Shaftesbury Road, Cambridge CB1 1LR, or phone 0223-69631

Cambridge Institute of Education

Tertiary lesson from the Swedes

Sir - My recent visit to Sweden confirms all that is said about the Islington tertiary model (TES, September 5), and for me raised serious question marks over our rush into vast tertiary institutions.

Sweden has had tertiary colleges (upper secondary schools) for 15 years, and we would do well to study their experience. Ninety-five per cent of 16 to 19-year-olds take full-time courses, but these are in institutions catering primarily for that age group, with some 10-25% returning from work. One thousand is regarded as the ideal size, as anything larger poses managerial problems, with the loss of personal contact and identity.

The stated goal of all 25 lines of study is that they should be a preparation for a job, and integration into working life. However, the academic courses are still clearly preserved.

The 25 lines are offered within an area, or a city, not within one institution. In the university city of Uppsala, only one *gymnasieskola* offered the four-year theoretical technical line, the linchpin of the Swedish response to the need for well-qualified technicians and technologists. The other four

offered different combinations of theoretical and practical lines, so that students would go to one for the three-year economics line or to another for the two-year building and construction course.

All students on three and four-year courses received a very broad education including Swedish, English, mathematics, science, religious studies, creative arts and physical education in addition to their special subjects. Soon, even the two-year courses will lengthen to three years and include a significant element of work experience. All students who need it receive financial support so there is no drain away into a paid youth training scheme.

Looking at trends in England and Wales, I feel that we are seeing the diminution of the traditional sixth form in the state sector. Unless we follow the Islington/Swedish model we may even see the diminution of high quality academic education.

J S GROVE
Headteacher
The Crestwood School
Bromley Lane
Kingswinford, West Midlands



Islington Sixth Form Centre: Imaginary battle-lines

No ill feeling

Sir - The Islington Sixth Form Centre NUT group, the majority of the teaching staff at the centre, very much regret the misrepresentation of their views in Barry Hugill's article.

We regret further publicity being given to Margaret Maden's document, which implies general hostility to North London College from the centre's staff. At no time has there been a

staff meeting where these views were expressed.

The article's description of battle lines being drawn ignores the active efforts of staff at both institutions to work together towards tertiary.

KEREN ABSE
(NUT representative)
on behalf of Islington Sixth Form Centre NUT group
Annette Road
London N7

Maths solution

Sir - There has been much publicity recently in the national and education press on the shortage of physics and mathematics teachers. One possible solution could be to use the knowledge and experience of the many chartered engineers who have been made redundant (or taken early retirement) by industries such as steel, mining, manufacturing and electricity supply.

In most cases, their engineering education will have included both mathematics and physics. There will also be some who have used one or both subjects regularly in their work.

An approach through the Engineering Council, with whom all chartered engineers are registered, could be used as a start to determine the feasibility of this suggestion. It regularly circulates a newsletter to all chartered engineers - more than 300,000.

PETER F CHRISTIE
Frenchmans Field
Sir John Moore Avenue
Hythe
Kent

mathematics and physics. There will also be some who have used one or both subjects regularly in their work.

An approach through the Engineering Council, with whom all chartered engineers are registered, could be used as a start to determine the feasibility of this suggestion. It regularly circulates a newsletter to all chartered engineers - more than 300,000.

PETER F CHRISTIE
Frenchmans Field
Sir John Moore Avenue
Hythe
Kent

Death of the essay

Sir - Mr Arm's comments on the decline of the traditional O level history essay (August 29) will have a familiar ring to all those who have been involved in the construction of GCSE history syllabuses over the past couple of years.

The simple answer to him is that essay-writing is not to be abandoned. But, as with the O level examination itself, a range of question types will be used in the GCSE examination which will facilitate the testing of several different skills.

Being able to construct an extended, coherent narrative is a major part of the historian's craft, but there are other skills which must be acquired as well. The GCSE national criteria mention the understanding of historical terminology and concepts, the demonstration of empathy, and the ability to interpret source material.

The conventional essay is not well-suited to the assessment of all these, and for GCSE purposes it will be necessary to devise "shorter" questions targeted at specific objectives. Mr Arm's letter quotes several of these shorter questions from our International GCSE syllabus, but fails to mention those which are clearly intended to elicit a somewhat longer, narrative response (which, incidentally, carry substantially larger numbers of marks).

There will be important differences between GCSE and O level history, but these will not represent a radical change - rather a consolidation of good practice. Perhaps the greatest change will be that all candidates will take the same examination papers. The justification for the common approach is straightforward. It is possible to set questions which will allow all candidates to demonstrate their own level of understanding and ability. This does not mean setting "easy" questions for all. Assumptions about what candidates will find easy or hard are all too often confounded.

Mr Arm feels that "any student of the period would know exactly the the *Anschluss* was". Really? In our GCSE and IGCSE papers, we will be asking mainly open-ended questions which are neither "easy" nor "hard", but which permit a full range of responses. Incidentally, Mr Arm has quoted incorrectly in his description of the marking scheme for the *Anschluss* questions.

Given Mr Arm's evident lack of sympathy for the shift from a content-based to a skills-based approach, which is characteristic of the GCSE examination, it is hardly surprising that he found our IGCSE proposal unsatisfactory. There is, for him, no remedy. The Cambridge O level examination will continue to be offered overseas after 1987.

J L REDDAWAY
Secretary
University of Cambridge
Local Examinations Syndicate
1 Hills Road
Cambridge

tion of the image on the screen, and the only girl in the group stood before him, out of view of the screen, gazed on some distant object.

The title of the photograph "talk".

Musical youth

Sir - We have read the concert Colin Ward and Peter Davis (Pindus School's special music) (TES, September 5) and in relation to music in the school, whole. They have written, in reference to us, of what has happened in the past. Our concern is what happens now and in the future.

We are attempting to offer musical education to all our pupils to meet the special needs of those who have an exceptional commitment to music. Provision for such needs is not an extra to the curriculum, but rather than an extra to the curriculum, it is an integral part of the curriculum. The education of all pupils should be given equal value. We need to be given equal value.

The difficulties which Mr Davis encountered in providing for a majority of our pupils would be arisen whether or not the special course existed. They illustrate a common problem of restoring balance to the curriculum, which is reducing as it rolls.

We now have a strong team of teachers, all pupils in the first 4 years have class music lessons there are successful optional courses for the upper school. Demand for instrumental lessons is high, as is involvement in musical activities taking the wide-ranging cultural needs of our pupils.

We are not complacent about what we do. We know what the pupils are. We are trying to find some answers.

ANN GITTINS
Headmistress
COLIN LEWIS
Head of music
DAVID MURPHY
Director of special music course
Pindus School
Luton Street
London SW1

Campaign for verbal arts already well advanced

Sir - I would like to express my support of Brian Cox's proposal for a verbal arts degree ("Prose purge", TES, September 12).

The truth is that what Brian Cox is campaigning for in higher education is already being campaigned for in schools throughout the country by the Schools' Poetry Association. Brian Cox states: "I am convinced such a programme (of verbal art) would greatly encourage English teachers in the schools." Maybe, but he has things the wrong way round: the Verbal Arts Association has not attracted many teachers to its cause - perhaps because it seems IIE-orientated.

The SPA is now approaching 2,000 member schools and will doubtless soon exceed the National Association for the Teaching of English in its membership figures. It is not difficult to understand why: it is supplying precisely what is needed in terms of materials and outlets to support and encourage verbal art.

No Secretary of State is supporting it - and no Brian Cox is mentioning it - but there it is: working and realized, through the vision of David Orme and

his committee and the membership. If some of the money which is pumped into initiatives to improve X and Y - and which simply supports deadwood bureaucrats - were diverted to the SPA, there really would be a chance of uncabining, uncribbing and unconfining verbal art in this country. But that would be dangerous, wouldn't it?

Second, and on a personal note, I do object to Brian Cox describing Ted Hughes and Seamus Heaney as "senior poets", unless he means they are poets approaching pensionable age. One of the advantages of the new GCSE is the scope it allows for dealing with non-establishment poets (and writers). This, of course, allows for the reassessment of significance, and this, as much as verbal techniques, is an urgent and necessary task.

I hope that once verbal arts does permeate the consciousness of teachers throughout the country the minor talent of Hughes and Heaney will become apparent. They will be seen for what they are: resplendent emblems of the Faber and Faber publicity machine and nothing more. Eliot's light is out. Why purchase

copies of the epigones? GCSE places a high premium on the ability to discriminate and I for one would hate to see verbal art becoming just another means of supporting the status quo of stegosaurian poets.

The Verbal Arts Association featured a new Ted Hughes poem on the cover of *Reverberations* No 1, their new magazine. Frankly, they should have known better: the poem exhibited very little verbal art, as my review in the *Schools' Poetry Review* (No. 11) made clear. If we are going to have verbal art taught, then let's begin discussion of the appropriate criteria before inviting the so-called senior poets to lord it over the feast.

Tony Harrison and Brian Hinton seem much more useful poets to discuss in connection with verbal art: they have something to say for one thing.

JAMES SALE
Associate Director
Schools' Poetry Association
30 Fitzroy Avenue
Luton
Bedfordshire

Welcome chance

Sir - I support Brian Cox's arguments for BA programmes in verbal arts (TES, September 12). He notes experiments at MA level, and mentions the University of Sussex.

Our MA in language, the arts and education allows students to submit creative work in any medium and this work can count for up to one-third of the total MA assessment. Teachers on secondment to our MA have welcomed this opportunity to work creatively and, in turn, we have been delighted with the quality of work produced. Some of the creative writing, for example, has subsequently been published as classroom material or used for theatre in education work. In a context where students themselves produce poetry, prose and plays, we find that engagement with contemporary writing and writers becomes more intense and productive: so doing creative writing also improves the quality of more traditional academic engagements with literature.

Dr TREVOR PATEMAN
Director of Studies
MA (Language, the Arts and Education)
University of Sussex Centre for Graduate Studies in Education

Cover scheme

Sir - The teachers' industrial dispute during the last academic year and the present negotiations highlight an everyday problem in all schools. What happens to the children whose teacher is absent today?

For many years, it was customary for teachers' "free periods" to be used but teachers had marking and preparation to do, so when they were redirected from the staffroom back into the classroom, it was often with ill-feeling. Consequently, the pupils were rarely taught, the covering teacher still using the time to catch up on marking and preparation.

The dispute brought this situation more into focus and the immediate solution has been to employ supply teachers on a day-to-day arrangement. In some areas of the country, this has not proved a problem. But in Berkshire, there is a desperate shortage of supply teachers. I would like to offer the following suggestions:

● Teachers should cover for the first day of absence, whether it be illness, colleagues attending a one-day course, a funeral or moving house - whatever has happened to the goodwill between colleagues.

● For second and subsequent days, the headteacher should have the discretion either to employ a supply teacher day-by-day; or employ teachers on the staff to substitute for absent colleagues at the hourly rate currently paid to supply teachers.

The teachers who have marking and preparation periods available would then be free to offer their services at the current supply rate. It would not depend on favours, goodwill or anything else. There would be no competition or threat of action for not wishing to give up a period. But any supply teacher is employed to teach and not babysit.

This would enable more flexibility than at present and would save children being sent home because they do not have a teacher. A simple claim form could be designed for teachers to complete each month and additional payments could be made in the same way as those to teachers who also take adult evening classes.

I MARKS
Headteacher
Wainwright's Copse School
Denmark Avenue
Woodley
Reading

Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters where necessary.

Male ascendancy

Sir - Geoffrey Partington (TES, August 22) is high on rhetoric and very low on facts. Contrary to his assertion, research demonstrates that women in Australia commence teaching better qualified than men; 73 per cent of women compared to 64 per cent of men have three years' training or more (Sampson, *Education News*, July 19, Canberra 1986).

It is what happens after teachers go to work in schools which has been found to be discriminatory. Young men teachers much more often than

Show time

Sir - After Nick Baker reviews East Lothian Youth Theatre's fringe - first winning "Quemadmodum" and the National Youth Music Theatre at this year's Edinburgh Festival fringe (TES, August 22), he gives Nottingham education authority's four shows a cursory paragraph, "... show little more than a lot of hard work" and passes on with the observation that "... Elsewhere the youth theatre scene in the first half of the fringe has been fairly thin ..."

Mr Baker was obviously reporting a different festival to the one at which I and my colleagues were present with 163 young people from Wigan education authority-funded youth theatre and dance groups: we at the Wigan venue on Infirmary Street would have welcomed Mr Baker most sincerely. Anything to break the monopoly of *The Scotsman's* team of sports reporters and gardening feature writers!

The venue was "open for business" every day for a fortnight - midday to midnight - with hardly a pause for breath.

We performed nine different shows of which seven were definitely part of

the youth theatre "scene". It is lamentable that *The TES* could not find the time, in what is admittedly a busy schedule, to even mention an I.E.A.-funded initiative of this size and quality.

And, just down the road, I believe, Leicestershire Youth Theatres also had a "fairly thin" presence. Only 11 shows

JOHN RAINER
Teacher/Adviser for Drama
Leigh Drama Centre
Leigh Road
Greater Manchester

different festival to the one at which I and my colleagues were present with 163 young people from Wigan education authority-funded youth theatre and dance groups: we at the Wigan venue on Infirmary Street would have welcomed Mr Baker most sincerely. Anything to break the monopoly of *The Scotsman's* team of sports reporters and gardening feature writers!

The venue was "open for business" every day for a fortnight - midday to midnight - with hardly a pause for breath.

We performed nine different shows of which seven were definitely part of

the youth theatre "scene". It is lamentable that *The TES* could not find the time, in what is admittedly a busy schedule, to even mention an I.E.A.-funded initiative of this size and quality.

And, just down the road, I believe, Leicestershire Youth Theatres also had a "fairly thin" presence. Only 11 shows

Heavy burden

Sir - As former students on the primary PGCE course at Leicester University, we would like to comment on the recent HMI report (TES, August 29). While we feel that the much-praised partnership scheme was laudable in theory, in practice some students found themselves in an invidious position on "partnership" - their role in the school being ill-defined and teacher tutors failing to understand the essential difference between partnership and teaching practice.

Moreover, while staff commitment to research, higher degree and in-service teaching undoubtedly "enhances their teaching" and "enriches the work with initial teacher training students", we found that too often staff were so heavily burdened that the attention they afforded their PGCE course was sometimes deficient.

We contend that no amount of research and in-service involvement is a substitute for recent, relevant and successful school experience as an essential qualification for PGCE course tutors.

JOHN STEPHENS
77 Balines Avenue
Irlam
Manchester
DENISE THOMPSON
4 Dovedale Road
Oftton
Manchester

GRIST milled

Sir - Can we get the GRIST out of the system, please?

What we should be working at is our view of local INSET for the educational needs of us, all staff, see them. Then, and only then, we should look at which elements are "grant-earning". I have a worry that if we talk of GRIST, we will think of INSET only as something "grant-related", and accept the Government assumptions, for example, about relatively low priorities for primary education.

So LISTEN, please (Local IST for primary education).

T M HINDS
Second Deputy Chief
Education Officer
Shire Hall
Cambridge



Horse sense

Sir - It was very pleasing to read Mr Oscar de Ville's report on vocational preparation recently published by the Department of Education and Science and the Manpower Services Commission, and to find that one of the principal recommendations is that industries should "get their house in order" and establish relevant vocational qualifications and furthermore, and that these qualifications should equate to the levels of achievement which could be expected as a young person progresses through his career.

I say pleasing because I am proud to record that the horse industry approved these first. The Working Group for Education and Training for Work with Horses, under the excellent chairmanship of the late Dorian Williams, and composed of the main professional bodies concerned with horses and the relevant teaching establishments, has published two books spelling out exactly these levels of achievement required for work with horses.

R H GRAHAM SUGGETT
Chairman
Working Group for Education and Training for Work with Horses
c/o British Horse Society
National Equestrian Centre
Stoneleigh
Kenilworth
Warwickshire

the youth theatre "scene". It is lamentable that *The TES* could not find the time, in what is admittedly a busy schedule, to even mention an I.E.A.-funded initiative of this size and quality.

And, just down the road, I believe, Leicestershire Youth Theatres also had a "fairly thin" presence. Only 11 shows

JOHN RAINER
Teacher/Adviser for Drama
Leigh Drama Centre
Leigh Road
Greater Manchester

different festival to the one at which I and my colleagues were present with 163 young people from Wigan education authority-funded youth theatre and dance groups: we at the Wigan venue on Infirmary Street would have welcomed Mr Baker most sincerely. Anything to break the monopoly of *The Scotsman's* team of sports reporters and gardening feature writers!

The venue was "open for business" every day for a fortnight - midday to midnight - with hardly a pause for breath.

We performed nine different shows of which seven were definitely part of

the youth theatre "scene". It is lamentable that *The TES* could not find the time, in what is admittedly a busy schedule, to even mention an I.E.A.-funded initiative of this size and quality.

And, just down the road, I believe, Leicestershire Youth Theatres also had a "fairly thin" presence. Only 11 shows

JOHN RAINER
Teacher/Adviser for Drama
Leigh Drama Centre
Leigh Road
Greater Manchester

different festival to the one at which I and my colleagues were present with 163 young people from Wigan education authority-funded youth theatre and dance groups: we at the Wigan venue on Infirmary Street would have welcomed Mr Baker most sincerely. Anything to break the monopoly of *The Scotsman's* team of sports reporters and gardening feature writers!

The venue was "open for business" every day for a fortnight - midday to midnight - with hardly a pause for breath.

We performed nine different shows of which seven were definitely part of

the youth theatre "scene". It is lamentable that *The TES* could not find the time, in what is admittedly a busy schedule, to even mention an I.E.A.-funded initiative of this size and quality.

Fractionally more

Sir - I quote a letter from Mr Kenneth Baker, the Secretary of State for Education, to Mr George Walden MP, the chairman of the National Advisory Body for Public Sector Higher Education, on August 27, 1986, para 6 (where does the other 3 per cent come from?).

"I would suggest that the £15 million thus made available should be divided among initiatives in the following broad areas:

● One-half on the development of

new courses in science and technology, particularly conversion courses in shortage subjects;

● One-third on the extension of applied research in areas relevant to, and supported by, industry, and on technicians in technology subjects;

● One-fifth on increasing the number of students taking PICKUP courses in local authority higher education."

JOHN GARDNER
Principal, Leigh College
Greater Manchester



Next Week The Great Parent Governors Charade

A previous TES survey of election procedures for parent governors found many of them undemocratic and open to manipulation by headteachers. Have things improved?

Once installed as governors, many parents feel that the schools keep them at arms length. Does the involvement of parent governors provide the watchdog service that the Government envisages? Or is it just a charade?

THE TIMES
Educational Supplement
AT NEWSAGENTS
IN YOUR AREA
NEXT FRIDAY

Ultra-bored

Sir - I was amused by the photograph in *The TES* (September 5) showing secondary pupils looking on in amazement at a demonstration of medical ultra-sound scanning, sponsored by Philips Electronics. The five boys in the picture clearly showed much in-

terest in the image on the screen, and the only girl in the group stood before him, out of view of the screen, gazed on some distant object.

The title of the photograph "talk".

VINCENT BORG
Scoutmaster
Scout Group
Scout Group

TALKBACK

SIXTH FORM RESEARCH

Making our pupils into students

Colin Swatridge

Four years ago, I completed doctoral research into the aptitude for, and attitudes towards independent study among students at GCE A level. I might as well have investigated job-satisfaction among unemployed shipwrights. There was no independent study worth the name going on in any of the 16-19 institutions in my sample. There was instead a willing dependence on the part of students conditioned to be pupils, on teachers whose *raison d'être* was to cover over-loaded syllabuses within five terms with a view to optimizing A level examination results.

I am now a sixth-form teacher myself, subject to the same pressures of time and course-content. However, for the past two years I have prepared students for Joint Matriculation Board general studies at A level – an examination taken by some 40,000 students nationwide. Fewer than 700 of these (and they include my students) exercise the option to substitute a 4,000 to 7,000 word project for the conventional "essay" scribbled to order in the examination room.

That my students are licensed to make an interdisciplinary, or multidisciplinary study of a subject of their own choosing, that is assessed internally, and awarded up to 30 per cent of the total "exam" mark, is a small bid for independence. But it is the only means known to me of circumventing conventional syllabuses as bodies of knowledge delivered *de haut en bas*, taught to "grammatically" and tested in the sort of panic-inducing, end-of-course examinations with which we are all too familiar.

The results – the completed projects – are, without doubt, the most satisfying (to myself and to the students), the most truly "advanced", the most thoroughly worthwhile pieces of work that I have received in 20 years of "teaching".

One student this year made a study of the English jury system; another of the costs and benefits of water-metering. A third made a detailed analysis of the arguments for and against repealing the Elgin marbles. That in the event this student went on to "fail" in the examination is, as I see it, so much the worse for the examination. All projects have been at an "advanced" level; some have been of undergraduate standard.

I wondered whether any examination boards might be persuaded to introduce an A level by independent study. I am encouraged by recent signs that the GCSE is having a "knock-on" effect on A level planning ("Reshaped exam may test understanding and practical ability" *The Times*, August 15); but I am not sanguine that GCE A level will yield to innovation in the short term. Therefore, I focused my hopes on AS levels – an innovation in themselves. I have proposed to three boards (so far) that they consider offering an AS level by research: the certificate would be awarded for a long essay, or project, on a subject of the student's own choice. Teacher-input would be confined to individual or small group "lessons" on aspects of information-search and handling, on planning and referencing; and of course to assessment. This would follow lines of the sort drawn by the JMB in respect of the current general studies syllabus; lines that are rigorous, comprehensive, and fair. It would be an AS level that would be inexpensive to resource (there would be no set books or standard texts, and the small parcels of contact time would be in the form of one-to-one tutorials, of 10 or 15 minutes' duration), one that would meet the requirements of all AS level courses (that they place an "emphasis on practical applications", and are



Dr Colin Swatridge is director of resources, and head of general studies at Reigate sixth-form college, Cuddefield Road, Reigate, RH12 0ST. His Sixth Sense: Effective Study, 16-19 is due to be published by Stanley Thornes in February 1987.

JARGONSPEAK

Obscuring the reality

Alan Bontley

I have just completed a discussion document which, after much strenuous thought, I eventually called *Teaching English to Pupils Who are Academically Weak or Have Little Enthusiasm for Schoolwork*. I'll be the first to admit that this is anything but concise: I should never get a job as a leader-writer for the Sun.

My struggle to find a suitable title brought home to me forcefully how difficult it is these days to talk about the problems of the classroom teacher in "language such as men do use". Most of the avalanche of books and papers, written about education, are couched in the pseudo-scientific, jargon-ridden language of psychology and sociology. It is an abstract language, out of touch with the specific and the concrete; a language in which there is no suggestion of a sensitive intelligence behind the words.

As teachers, we have "taken on board" this jargon-speak with a lack of discrimination which does us no credit. And in the case of the academically weak, such language has reached its apogee.

The behaviourist and the psychologist deal in categories, so we have remedial pupils, compensatory education, pupils with learning difficulties, behavioural problems, special needs. All within a caring pastoral framework. My first objection to these terms is their lack of precision. We have heard them used so often that they have been seduced into believing each has a direct referent in the world we experience from day to day. But what difficulties there are in applying them.

Who are the remedial pupils? What are we trying to remedy? Is it something intellectual? Emotional? Behavioural? Can we "diagnose" what is wrong by "standardized tests"? Can somebody be "remedial" in one subject and not another? Or "remedial" in the first year and not the second? How do we know the "remedy" is working? Do we apply the same "medicine" to the truly stupid pupils as to the timid?

But if these phrases are a queue, they are also apologetically euphemistic. They are designed not to damage the "self image" of the pupils so categorised. No one wants to go back to the days when pupils who did badly at school were called dull, thick, or idiotic (I came across an old book in a university department which bore the

unintentionally ambiguous title *Teacher*). But these unkind words obscure the reality intended to describe.

In my experience, remedial pupils are making no effort to be active, disruptive pupils, pupils who, because of some physical disorder can't sit still and read.

If we have any intelligence, any sensitive awareness of fellow human beings, we may stand that an individual pupil, caused by many complex factors for one or more of the reasons mentioned above, is a threat to the classroom. We may see him as a threat to the classroom, but we may not see him as a threat to the classroom. We may see him as a threat to the classroom, but we may not see him as a threat to the classroom.

I believe it, but I can't prove it. The individual basic soundness is unfathomable. D. H. Lawrence summed it up: "I believe that I am I. That is my dark forest. That my knowledge never be more than a little did the forest." And if we know that, how can we diagnose the cause of deviant behaviour from more observation?

We who teach the pupils must know the constraints under time, money, resources, and the limitations they upon the progress we can expect a particular pupil to make. We must know the constraints under time, money, resources, and the limitations they upon the progress we can expect a particular pupil to make.

Alan Bontley is head of English at Staffordshire high school.

FEATURES

Spitting into the wind



Whatever you do, they just do not seem to give a damn sometimes, says Hilary Moriarty



I have given up grumbling about conditions, pay and resources. None of them worries me half as much as this: a growing conviction that nothing I have to say in class is of the remotest consequence to any of the souls before me.

To borrow a phrase, they do not give a damn. I swear that, if I were a television, they'd turn me off. That, of course, is part of the problem: we are all performers, and as much we are judged by the standards of what's available every night in the family living room – non-stop entertainment. Magnus Pike, David Bellamy, Barbara Woodhouse, David Attenborough and presenters on *Play School* or *Blue Peter* are all educators.

Forget their allegedly high pay for a moment, and consider what is at their disposal: all the wonders of television presentation, with graphics, cartoons, and actors, animals and film crews which tour the world in their wake. They have working models produced by the special effects team, and scripts, and the capacity to record and edit out their mistakes. And no interruptions. No wonder they're bloody marvellous.

No wonder, either, that classes sit before us dissatisfied at the poverty of what we can offer. Only ourselves. And possibly not even our best selves; we may be hungover, premenstrual, worried about sick children or ailing marriages of our own, frustrated, frayed or even frightened by what's before us.

Still, even the worst of us occasionally has a good day. A good lesson plan, well worked out and possibly tried on another class already; a class with whom you have a reasonable working relationship; no visible clouds on the horizon. The really worrying thing is that, even then, you can almost guarantee that three-quarters of the class will not want to know. You're lucky if it's only a passive don't care, God help you if it's active.

I had one class of reasonable and pleasant fourth-formers – none of your terror-of-the-school types – and after a brave year of trying, I'm prepared to admit defeat. I find it difficult to compete even with the flocks of birds which gather on the playing field beyond the window, riveting the attention of all before me. The appearance of a class of third-form rounder-

playing girls means that if I stood up and did a belly dance, no one would notice.

I try not to take it personally. One of them wrote a letter to a pen-pal recently which revealed that she hates school because it's like a prison. "We have to come here," she wrote, "whether we like it or not, and stay till they let us out, and wear what they tell us and do what they tell us, all the time." She had a point. And if that's how she feels about all of it, then it's not just me, is it?

On the other hand, it's quite hard to hold on to that conviction in the face of Andrea and Katy, who seem to come to school just for a chat. They talk in a quiet and fairly unobtrusive way all the time. Whatever I do or say or demand of them is no more than a minor interruption in continuing conversation which begins on the bus in the morning. When I turn my attention away from them, they pick up in mid-sentence, and it is exactly as if I never was. In a real sense, I do not exist for them.

One of our recent exercises – business letters – seemed to me more relevant than most to later life and the outside world. These youngsters may well want to apply for jobs or write letters of complaint, and not to let themselves down in their writing. So, I declared, this matters. This is useful. I will not have to tell this way I had to sell *Kippis* – I could have earned a medal for the promotion job I did on that text.

But no, my fourth form was convinced. "Miss, I'm going to marry someone who can write my letters – that's what my dad did." Or "Miss, I'm going to dictate mine to the secretary." Barely audible from the back row came the day's only contribution from a dour individual who carries a world of his own around with him like a Tardis: "I'll phone 'em up."

For many years, I taught adults: greedy for information, work, advice, comment, anything, they swallowed lessons wholesale and covered A level courses in nine months and just 90 hours class contact. Or they totted at O level coursework in between doing a full-time job and raising a family. What I and others like me had to offer was just what they wanted, and they came looking for it.

Perhaps that's the trouble with education: like love itself, it's wasted on the young.

Hilary Moriarty teaches in Gloucestershire.

Turning promises into practice

Hugh David reports on the impact of the National Writing Project

After only 12 months, it is clear that the National Writing Project will have a profound and lasting effect on the teaching of English in both primary and secondary schools.

Teachers in many areas of the country spent part of their summer holidays writing up the first year's classroom work. But even before their reports have been fully evaluated, project directors Pam Czerniewska and John Richmond are confident that "promises are already being turned into practice".

From its inception, the three-year project, run under the auspices of the School Curriculum Development Committee, set out to extend the competence of children to write for a range of purposes and a variety of audiences. But already it has gone further; the exploration of ways to encourage children to start writing has led many participating teachers to question the very basis of what they are doing in English lessons.

"We are quickly realizing that we are going to have to rethink nearly everything we do," said one Hampshire English teacher at a meeting of NWP group co-ordinators this summer. Her enthusiasm to do just that was matched by representatives from more than 20 education authorities.

Although each authority is working differently together they cover virtually every aspect of writing on both primary and secondary English syllabuses. Behind them all, however, is the conviction that it is no longer sufficient merely to let children writing.

Too often, teachers are discovering, this is done for no other reason than the vague belief

that "children ought to write". Little thought is given to whether the act of writing contributes to the learning process; hardly any to identifying the audience the child-writers are addressing, whether it is themselves (in, for instance, secondary school revision notes), their peers or the teacher.

In consequence, classroom writing is often pedestrian and routine, in all senses of the word. But teachers involved with the National Writing Project report find a rethinking of the whole writing process can lead to a dramatic – and very rapid – transformation.

The experience of Jean Williams, deputy head of the High Down junior school in Bristol, is typical of many. A NWP school co-ordinator and specialist in maths, she took over a class of eight and nine-year-olds in September last year. "Their initial attempts at writing during these early weeks of the autumn term had left me almost in despair, and thus I embarked on work relating to the project," she recalls in an outline of their first year's work prepared by Avon teachers.

The Avon project is concentrating on encouraging drafting skills and giving children a sense of the audience for whom they are writing. At High Down, Jean Williams skilfully combined both areas of work. Her class was not responding to her attempts to inspire them, so she gave up all attempts to do so: "The children were given the task of choosing, for themselves, topics for writing stories. I issued them with folders and suggested that they should think of up to about six subjects about which they would like to write."

The transformation was immediate; the idea "proved successful from the word 'go'". The children were motivated, writing for themselves – frequently even asking whether they could write another story from their lists – and anxious to improve what they had done. Thus they were also open to the idea of editing and refining their work.

Like many teachers in other authorities, Jean Williams found that this was best done by the children themselves, working in groups. They

read over each other's work, making "positive comments" to improve the stories, and checked and corrected the spelling. "I made very few further corrections," she reports. "By the end of the spring term many children were really enjoying writing for themselves and their standard of writing had improved beyond all measure – certainly it showed greater improvement than that in any class which I have taught."

Teachers in other parts of the country tell much the same story. At the Wade Deacon and Birchwood High Schools in Cheshire, 12 and 13-year-olds, including many of low ability, are being encouraged to use word processors as an aid to composition.

The facilities offered by the technology and by such commercially-produced software as the *Microstory* and *Front Page* packages are legion, says Gill Fox, the National Writing Project's Cheshire co-ordinator. Not only do the children actively enjoy working with the word processors, printouts taken at every stage of the work done by low ability second and third years at the Wade Deacon High School are providing "fascinating insights" into the ways in which they go about writing, and material for a study of their perceptions of their audience.

In Hampshire the idea of audience has been given a very concrete form. Pupils in the first year at Sharps Copse middle school have been writing to children in their final year at the feeder first school, gathering information for inclusion in an information pack to be given to future intakes at the middle school.

Similar liaison has been started with a secondary school; but, although they recognize that the information packs will be useful in themselves, Hampshire NWP co-ordinators stress that their primary concern is the preliminary work. In order to undertake it, children have had to form sophisticated notions of their audience.

Similarly, practical work has been undertaken by teachers in several other authorities; others have been more concerned with matters pedagogic. In Sheffield, work has focussed on a close

study of the writing done by pupils in the 12 months during which they transfer from primary and middle to secondary schools. And co-ordinators Sue Horner and John Harris and their team have been primarily interested in the teacher's role.

Their work has already resulted in 11 and 12-year-olds being encouraged to frame their own questions in history project work, rather than merely answering those of the teacher, thereby clarifying for themselves areas in which they are either interested or uncertain.

In formal English work too, Sheffield's "transitional writers" are given unusual freedom. Instead of merely writing a story on a subject suggested by their teacher, like Jean Williams's class in Bristol, they are working in groups to produce joint compositions – and their work is showing a similarly marked improvement in both content and technical competence.

At its launch last autumn, the directors and steering committee of the National Writing Project were at pains to stress the practical basis of the three-year study. It was an attempt to "establish a methodological, a theoretical and a practical framework for the writing curriculum," said Pam Czerniewska, very definitely not a backslider attempt to return to the "creativity at all costs" of the 1960s.

Twelve months on, the establishment of several NWP "Writing and the World of Work" studies has further strengthened this side of things. But, though much has been achieved in its first year, everyone concerned with the National Writing Project is very well aware that there is much still to do.

In particular, new classroom practices have to be widely disseminated so that they can be tried, not merely in those schools actively involved with the project nor even the 400 belonging to its associated Writing Network, but in the tens of thousands of primary and secondary classrooms, in which English is taught – or, as Len Jones, co-ordinator of the Cynwydd project would prefer us to say – learnt every day.

Courses

CRAC ONE-DAY COURSES – OCTOBER NOVEMBER DECEMBER – LONDON

Introduction to Careers Guidance • Use and Abuse of Profiling • Coordinating a Careers Guidance Programme • Work Experience Schemes in Schools & Colleges • Beyond Schooling: Integrating Guidance with School and Community • Careers Education in the Classroom.

For details please contact the CRAC Conference Office: CRAC, Bateman Street, Cambridge CB2 1LZ. Tel: (0223) 364651.

Wolsey Hall Oxford DEGREES & GCE

Guided Home Study Courses for London University: BSc. Econ. LLB, BA (English), BEd. Dip. Ed. Warwick University: MBA Professional Examinations: Law Soc., Inst. M., Inst. Ex., AAT, ICB, HCIMA, GCE: O & A level Effective Thinking Course by Edward de Bono

For free prospectus write stating name of interest to: The Registrar, Dept. BBS, Wolsey Hall, Oxford OX2 6PR. Tel: (0865) 52200 (24 hours)

CAREERS COUNSELLING

The Vocational Guidance Association provides individual careers counselling for young people and parents faced with GCSE options; school and university leavers; and people in work who are considering new career directions.

VGA assessment and counselling services cover: • GCSE course selections • career matching for school and university leavers • career development • mid-career change and redundancy

Contact us now for free information pack.

Vocational Guidance Association Ltd 7 Harley House Upper Harley Street London NW1 6PR Tel: 01-935 2600 (24 hours)

SET TEXTS

Some one had blunder'd

Brian Flewter

Two years ago I decided to teach both Ted Hughes and Tennyson for the 1986 JMB English A level examination. At the time the two poets seemed to offer an illuminating contrast, though now it can be seen that they are more interesting for their similarities. What also became clear, to my increasing horror, was that in making the unfashionable choice of Tennyson I had committed myself and the students to a great deal of work. The Ted Hughes poems were a selection of a selection, amounting to about 300 lines. The Tennyson option, on the other hand, consisted of the whole of Lord David Cecil's much longer selection, about 4,000 lines in all, approaching the length of a short novel.

It was not that the Tennyson poems were easier. There were many which required explanation of almost every line, and the difficulty was compounded by poor editing. Two extracts from *In Memoriam* (XI and XIV) were impossible to understand without the aid of context, yet there were no explanatory notes about this, nor indeed about anything else.

The quality of the verse in the Tennyson selection was also very uneven. Most of the fine early poems were there, but so was the whole of *Mind*. So was *The Revenge*, containing those immortal lines:

"And Sir Richard said again: 'We be all good English men, Let us have children of the devil, We was the Out in the Devil's den'"

Duke of Wellington, which the students and I agreed must contain some of the worst lines ever written. If you don't believe me, try reading this extract aloud:

And thro' the centuries let a people's voice

In full acclaim,

A people's voice, when they rejoice,

The proud and echo of all human fame.

A people's voice, when they rejoice,

Amid their great commander's claim

With honour, honour, honour,

honour to him,

Eternal honour to his name.

I wonder if English examination stu-

dents of the late 21st century are spending time studying the poet laureate's verses in order of the Queen Mother's wedding.

It is difficult to understand why poems I have quoted were taken while several were omitted. Ted Hughes was chosen for his very much shorter *In Memoriam* than the impenetrable *Cleopatra to the Ay*.

Has the JMB any conscious about selection from set texts or their relative length, or about recommended editions of books?

While such decisions may seem simply according to teachers' whims, teachers will be choosing to work on the basis of familiarity, and as a result our cultural gene bank will be seriously impoverished.

Brian Flewter is a teacher at John Cleveland College, Leeds.

Why should a teacher send us one of our own set texts?

Putting teachers back in charge

GCSE Peter Burke describes a scheme for recognizing the professionalism required to make coursework assessments

It is only now that the real purpose of GCSE – the raising of the level of achievement in youngsters of all abilities – is becoming widely understood and accepted. In order to secure this objective, GCSE is required to be a very different sort of examination.

The difference is evident in the emphasis on positive performance. It can be seen, too, in the stress placed on skills and concepts through which knowledge can be applied and understood and in the compulsory coursework component, which is likely to prove the most effective source of differentiation and is certainly the best, if not the only, place for pupils to display abilities to apply the skills and grasp the concepts which GCSE is fostering.

It is the coursework component of the GCSE syllabuses, however, which is causing concern to teachers and parents – and no doubt to some pupils – on two counts: coursework overload and coursework assessment and its moderation.

Fear of being overloaded will be dispelled when it is appreciated that the term "coursework" covers any work arising naturally from the normal scheme of lessons which satisfy the assessment objectives laid down in the GCSE syllabuses.

Assessment and moderation however are far more difficult problems to resolve, not least because some teachers are uncertain as to their competence to carry them out accurately and objectively. And in order to secure public acceptability – and therefore the credibility of the whole GCSE exercise – the in-service training of teachers must in the future give more attention to the whole question of the curriculum and its assessment than in the past.

We are not starting from a position of complete ignorance and total inexperience. Many teachers are thoroughly familiar with planning and assessing their pupils' work for purposes of external examinations, and we need to build on this reservoir of expertise.

The new and different feature of the GCSE is that, for the first time in a public examination system in the UK coursework is an element of every syllabus.

Moderation is the process by which we try to determine whether the work produced satisfies the objectives and standards defined in the syllabus and the assessment is properly carried out and recorded. It is therefore crucial to the credibility of GCSE in the eyes of the public, and I dare say, of many teachers.

Moderation of public examinations usually involves either a statistical technique or scrutiny by a moderator or moderators.

They may either be examiners who re-mark work remotely, giving little feedback to the teacher, or they may be the teachers themselves who meet to try to reach a consensus on standards and acquire, in the process, a certain amount of in-service education from contact with their colleagues.

The Southern Examining Group will be using both of these methods of moderation by inspection. The group is, however, anxious to explore a further, and potentially exciting, *modus operandi*. As part of its continuing programme of in-service training, it is planning to provide opportunities for teachers to become "accredited", which means, in short, not having to have their assessments subjected to formal moderation.

An accredited teacher would have total autonomy, within the requirements of the national criteria, over the whole area of planning, implementation and assessment of the curriculum, at least in respect of the coursework component of the GCSE syllabuses. Accreditation rests upon the acceptance that teachers possess the professional expertise and integrity to carry out the assessment of their students' work without the need for some external scrutiny.

Although this approach would not be unfamiliar to teachers in some countries – in Victoria and Queensland, for example, the examining authorities accredit teachers, including the assessment of their students' work – it does represent a new departure in public examinations in the UK.

For the teacher there is the all-round professional development associated with being in complete charge – given the external requirements referred to above – of the curriculum and its assessment.

For the school or college, there is the reduction in the interference in normal working arrangements which result from having to make special provision for external assessors or moderators to visit the institution.

For the local authority and the examining group, there is the prospect of in-service training and savings on the cost of moderation procedures.

Most important of all, the student in the classroom will benefit from the great expertise and proficiency of the teachers and from the flexibility which a freer curriculum will bring.

We need to ensure, however, that the moderation procedures we adopt in the short-term will assist us in moving towards a model of teacher accreditation. Of the two approaches – postal or consensus inspection – the latter provides us with the forum within which we can readily progress. The former provides fewer opportunities. The Southern Examining Group has decided therefore that wherever the structure to support consensus moderation exists, that approach will be utilised.

In addition, however, the group is looking to establish a number of pilot schemes to consider the issues likely to arise from accreditation:

- What is the minimum requirement which a teacher must satisfy in order to become accredited?
- For how long should accreditation remain current, and what should be the processes leading to re-accreditation?
- Are some subjects or areas of the curriculum more susceptible to accreditation than others?
- Are some activities or types of assessment more susceptible to accreditation than others?
- Are there opportunities for accreditation to cover only part of a course, such as the oral or practical work?

There will be no doubt many other matters which will arise as a result of the pilot scheme but the above list contains some of those it is hoped will be considered.

Finally, it is important to stress that although the group is convinced of both the feasibility and the desirability of teachers' accreditation, it is perfectly understandable and accept that any test or centre must retain the right to request formal moderation of assessments.

Peter Burke is organizing secretary to the Southern Examining Group.

Speaking up for exam boards

GCSE Bob Doe looks at the work of the Joint Council for the GCSE and meets its first chairman

Money talks. It is not surprising, then, that the local authorities who actually foot the bill for exam entries want to say in how the General Certificate of Secondary Education is run. Certainly they have looked to extend the sort of influence they have over the local CSE boards to the GCSE examining groups, including as they do the more autonomous GCE boards.

But that, we are assured on all sides, had nothing whatever to do with the choice of a chief education officer to head the joint council set up last year by the boards to co-ordinate the GCSE and to work out such things as how much teachers should be paid for exam work.

Mr Dennis Hatfield, the elected chairman of the Joint Council for the GCSE, is Trafford's deceptively mild-mannered chief education officer, soon to take the presidency of the Society of Education Officers. According to those who have worked with him in the exam field his apparent diffidence hides a business-like – and if needed, tough – approach. And, they insist, his elevation in the joint council owes everything to the respect he has gained from both sides of the GCE and CSE divide.

Indeed, so immersed in the preparation for the GCSE was he that he cannot now remember whom he was representing at the inaugural meeting at which he was elected – the North Western CSE board, Manchester M33 1YR, if he would have things otherwise in the GCSE and will continue to do so.

As well as working to bring some consistency and comparability between the groups of boards, the Joint Council was also set up to act as a necessary given ministers' new-found interest in curriculum and exams. The exam groups were also hoping to equal the sort of clout that the influential Secondary Examinations Council enjoyed. Mr Hatfield more diplomatically puts it, to work "alongside and in partnership with the SEC."

When he was elected chairman, he says, "I was expected by some, both inside and outside the Council to bring about an immediate cohesion of the medley of members representing the GCSE examining groups into a happy, co-operative band ready to reach quick and sensible agreements and to stand by them even when they were disadvantageous to their own constituents' boards."

To different and business-like, add realistic. It wasn't quite so optimistic. Having spent years trying to forge the Northern Examinations Association out of six different boards, he had few illusions regarding boards' attitudes about their own welfare, anxieties, he admits, "with frank commercialism and competition."



Dennis Hatfield: 'examinations should serve the curriculum, not dictate it'

But the exam groups clearly see the necessity to hang together rather than hang separately and of getting their voice heard.

Certainly, in Mr Hatfield they have an unashamed advocate. Producing new syllabuses against a very tight timetable was a remarkable achievement by the examining group, he says, and he is scathing about "uninformed comment" on the state of readiness for the GCSE. "We all know things have been rushed more than we would have liked, but it is just not true that syllabuses were not ready in time."

Dennis Hatfield says the exam board voice is also now clearly being heard in the corridors of the Department of Education and Science. It was, for instance, among those who successfully urged the Government to provide more money for the introduction of the GCSE.

Sir Wilfred Cockcroft, chairman of the SEC, attends Joint Council meetings, though there is no formal examining group representation on the Government-appointed SEC. A liaison committee has been set up between the two bodies, however, which serves an important function, especially in relation to the interpretation of the national criteria, given that the SEC deliberates on the extent to which every exam board syllabus meets them.

On the other important function of the Joint Council, the co-ordination of the GCSE, Mr Hatfield says: "We have already achieved agreement on many issues and brought some uniformity to the activities of the groups."

If free choice of syllabuses is to be a reality, the groups have to agree some sort of examination timetable to ensure for instance that one group's English exams do not clash with another's maths, thus ruling out that combination of syllabuses. The Council has also recommended groups to abolish the candidate registration fee that makes entry for more than one group's exams very expensive.

The Council is also proposing common special arrangements for handicapped pupils and has agreed a common definition of a full-time student.

Examinations for national curriculum projects, such as Nuffield Science and the Schools Council integrated science and history projects, have also been provided for, along with an agreement on a single appeals procedure for schools and candidates common to all groups.

And what about those payments for teachers doing examination work? It's a sore point with many teachers, who see the GCSE as requiring more assessment work in return for little or no extra remuneration judging from exam boards' past performance. Some have asked why teacher unions are not negotiating a proper rate for the job.

The Joint Council has considered an approach to the teacher unions but felt the time was not opportune, given the discussions taking place over exactly what is and is not part of a teachers' normal duties. A statement issued by the Joint Council last May would appear to concede the principle that teachers are expected to do more in the GCSE and that exam groups should pay an "appropriate rate for that job", but stopped short of suggesting what that rate might be.

It is recognized that different boards have different historic practices and operate in different circumstances, and that the amount of work varies from subject to subject – all of which makes a standard rate for the job look a rather remote possibility at the moment.

As well as holding forth on its views, the Joint Council has also been on the receiving end of teachers' or at least those of the dozen or so who have written to Mr Hatfield on various contentious GCSE matters, including CDT versus craft and special arrangements for handicapped candidates.

He seemed truly touched that they should have thought it worthwhile and is keen to encourage more teachers to write to him direct (c/o PO Box 19, Town Hall, Sale, Manchester M33 1YR) if they feel their needs, or those of their pupils, are not being met in the new exam.

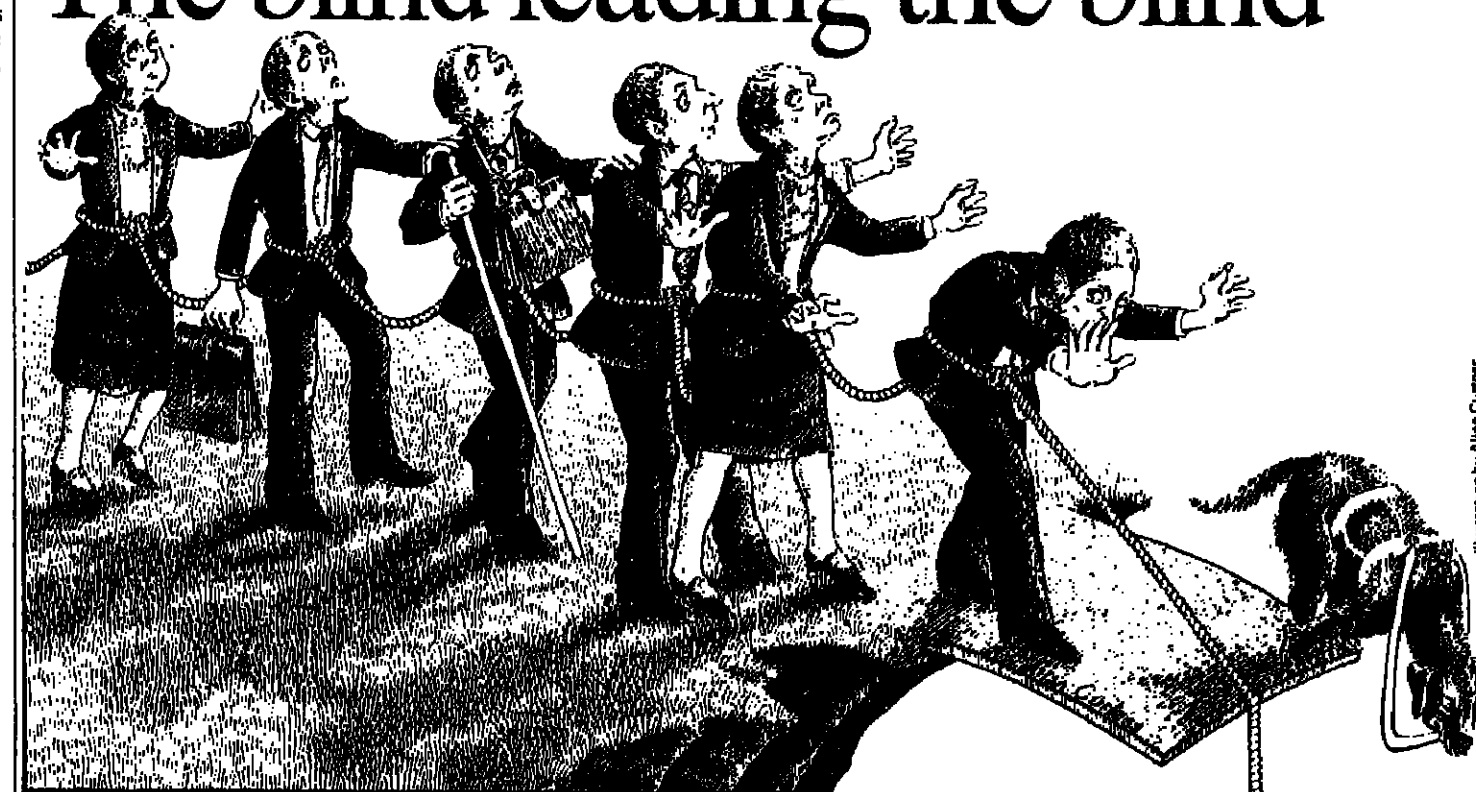
The major subject on the Joint Council's future agendas will be the grade criteria, at the moment still little more than a figment of Sir Keith Joseph's imagination by some accounts.

"The production of grade criteria is going to be a colossal task. As a CEO, it is all Greek to me. But the message I get is that it is going to be tremendously difficult to set levels of achievement to match grades," says Dennis Hatfield.

He also predicts a fairly rapid review of the national criteria: "We recognize that not everything is perfect. But we had to get the show on the road. We have got to be ready to review the criteria in the light of experience however."

And he does not rule out the possibility that freedom of choice could be modified. "All the consequences of freedom of choice have not been costed and weighed up. I wouldn't be at all surprised to see this question raised again in the future," he says. But perhaps that is the money talking.

The blind leading the blind



GCSE Research shows the 'cascade' of training the new exam left many teachers fumbling in the dark, Hilary Radnor reports

The initial stages of "cascade" training left many of those who were supposed to carry vital messages about the new GCSE back to their schools feeling inadequate, ill-informed and unprepared. As one head put it, "It's the blind leading the blind."

The school-wide dissemination of the new approach to teaching and assessment was only possible at all in many cases because of the intervention of local authority advisers. Though not originally assigned any role in the training envisaged by the Department of Education and Science, they gave top priority to GCSE work. They proved to be key people involving themselves from the earliest stages of subject expert training, and they continue to have a crucial role to play.

The National Foundation for Educational Research's one-year inquiry into the introduction of GCSE has concentrated on one local authority in each of the five GCSE examining groups covering England and Wales. Teachers, subject and examining experts have been observed and interviewed and teachers present for phase two training were asked to complete a questionnaire.

The DES made the examining groups responsible for initiating the training programme, though the Secondary Examinations Council (SEC) acted as overall controller and paymaster. The groups arranged phase one training of subject experts who then went on to prepare schools' heads of department (phase two). Responsibility was then handed over to local authorities for phase three where heads of department were supposed to spread the word to subject teachers in their own time.

The examining groups received no real guidance from the DES, though the groups were expected "to use the same GCSE teachers' manuals and videos... and... collaborate over the preparation with the SEC providing the necessary oversight and coordination."

Consequently, there was a lack of standardization in the training subject experts received to equip them to lead the phase two head of department seminars. This preparation ranged from one briefing day for subject experts who were then expected to organize and lead their training sessions on top of their normal professional commitments, to secondment for a whole term to enable the teachers concerned to engage in self-directed preparation.

It was assumed that using the same manuals and videos would go some way towards ensuring a uniform approach throughout the country. These materials put the same issues on the agenda of each phase two training seminar. But the way subject experts ran their courses for heads of department varied because of their own disparate training, differences in their own experience and skills, and the amount of planning and personal interpretation they could contribute.

All the subject experts interviewed took the task seriously and tackled it in a professional and conscientious manner. The published materials issued by the SEC (printed before syllabuses were published) meant that principles of the GCSE and the theory relating to differentiation and assessment could be passed on. But much still depended on the subject experts' personal involvement with the examination boards and/or the amount of background reading they had done.

It was the question of coursework and particularly its assessment that proved to be a major concern in the phase two seminars. Discussion about coursework assessment came towards the end of the second day's session. (All phase two seminars lasted for two days.)

By that time many participants were overwhelmed by the information and ideas they had had to absorb. Some had not read the national criteria before the seminar and found it hard to grapple with the central concepts, particularly differentiation.

When they discovered what coursework assessment involved, they were dispirited, in the main, and daunted by its implications. Because time generally ran out they were not able, to any great extent, to experience or practise assessment techniques. This meant they went away knowing what was expected of them but with no tools with which to realize these expectations. They were unsure how to approach their departments in phase three feeling inadequate and untrained themselves.

Another major concern was the realization that the examination called for a definite change in their teaching methods and learning strategies. This often dawned on them late in the proceedings. Many felt they needed more training in order, not only to change their methods, but to help members of their departments to do so.

They wanted more resources, more time and more in-service support. But the subject experts were not in a position to help or answer such questions. It was not part of their brief.

The subject experts hoped that what they had provided in the two days would give necessary information to plan phase three sessions. As responses in the questionnaire showed, however, the majority of participants felt inadequately prepared for the task.

The "cascade" model did not explicitly provide for the local authority adviser support. However, throughout all the phases advisers played a key role and it was the involvement of advisers in phases one and two that made phase three possible. For by the time phase three began the situation was radically different from the envisaged model.

The embargo by two unions of the GCSE training, resulted in low attendance at phase two seminars. In the five local education authorities in the project, attendance figures ranged from 5 per cent to 70 per cent for the maintained sector.

The SEC had guaranteed to approve all syllabuses by the end of May. But the syllabuses still had to be printed, then distributed to the schools. This meant they arrived very near the end of term, leaving little time, if any, for teachers to prepare for courses due to begin in September. These problems influenced the DES decision to grant two full days in school without the presence of pupils.

The I.C.A.S. had to plan, organize and execute a two-day INSET programme for all their secondary school teachers in a very short space of time. In this, the advisory service played a crucial role, giving phase three priority over all other responsibilities. Four of the five I.C.A.S. held mandatory consortium days which enabled all teachers to experience in one day what phase two had done in two. This left the other day for departments to discuss the GCSE in their own school.

By the time the phase three two-day seminars took place, teachers were resigned to the fact that the GCSE was definitely going to begin in September 1986. The consortium seminars gave the teachers the added bonus of having the opportunity to share the experience together within subjects across schools and whole departments being able to face the implications of the GCSE together. This helped the heads of department who had not received the phase two training. Equally, those who had generally saw the consortium seminars as a useful refresher. It gave all teachers a common base from which to operate.

The major problems identified at phase two were reiterated at phase three. Coursework and assessment were a particular focus. Teachers realized that they were being left to do their own development work and would need to get together as a department and even across schools, to find relevant work and produce the kind of materials that would enable all pupils to be properly assessed. Where teacher co-operation and communication in subject areas across local schools did not already exist, teachers were arranging meetings for the purpose of sharing the work load for the preparation of materials and to discuss and explore methods regarding course work assessment.

The new emphasis on practical and experiential learning made teachers who lacked skills in these areas particularly anxious. However, many teachers saw this as a challenge and heads of department saw it as an opportunity to discuss teaching styles with their department members and to encourage the sharing of ideas and techniques between each other.

The first three phases training programme, then, introduced teachers to what the final product is expected to be but they did not address themselves to the fundamental problem of teachers' needs to make the change. It provided them with teasing questions but no answers.

The DES, SEC and the examining groups have established a structure, provided a specific form of examination as an educational goal to achieve an outcome – improved student achievement and higher educational standards. The route to that goal is the responsibility of teachers in the classroom.

They will need support and help to effect the change. This will call on the I.C.A.S. resources for INSET both at county and school level. Implementation of the GCSE is a process that will take place over time and will call for professional development. There will be many practical obstacles and these will have to be systematically identified. So education authorities will need to monitor progress closely through their advisers over the next year and address themselves speedily to the needs of teachers.

Hilary Radnor is research officer at the NFER project.

Otello (U)
Canon Shaftesbury Avenue, W1.

In this Sunday's BBC2 documentary about the making of his Otello film, Franco Zeffirelli has the notion that Verdi today would be a movie-composer. This conceit evidently justifies carte blanche for himself as Verdi's representative. "When dealing with a dead genius," says Zeffirelli, "I have to protect his interests like his lawyer." Yet it seems improbable that the composer would have sanctioned his "lawyer" to clip some 30 minutes from the score, including Desdemona's "Willow Song" ("beautiful, but very boring"), to splice in ballet music written grudgingly for Paris performances, and to furnish a protracted reprise of the love music after Otello's suicide and the actual end of the opera.

From the opening sequences of Otello's ship surging through the storm, on into the cavernous interiors of the rocky fortress (found in Crete), its battlements, gardens, and the sumptuous bed chamber, the film is wholly seductive. The lighting is a flicker of torchlight, sunbeams through overhead grilles, softly luminous blues and dusky autumnal tints. Yet like the astronomical lenses in Otello's chart room, grotesquely magnifying the facial expressions of Otello and his tormentor, the predatory camera with its appetite for close-ups betrays the technical and dramatic limitations of Zeffirelli's method.

The singers, having given one performance for the studio microphones and then, months later, what often seems to be another while miming for the cameras, deliver far more than might reasonably be expected.

As the most celebrated Otello of our day, Plácido Domingo brings out the leonine stature and fearful anguish of the part, while Katia Ricciarelli makes an impressive film debut as Desdemona. Justino Diaz is never less than totally compelling. The music, "produced" and conducted by Lorin Maazel, was pre-recorded in a variety of tempi and styles so that there should always be an appropriate bit of tape to suit the way a scene came out when played on set. This, combined with the cavernous acoustics, so "realistically" imposed on the recording, and the dynamic processing of sounds to match spatial movement or change of location, all helped to celebrate Verdi's posthumous apotheosis as a celluloid composer.

Ship in a storm

Patrick Carnegie looks at Franco Zeffirelli's 'Otello', and Michael Church reviews his autobiography

David Sweetman's documentary account of the film (Zeffirelli's *Otello*, BBC2 9.05 this Sunday) has hilarious scenes of Cretan peasant singers being coaxed to mouth Verdi's local laments. There are glimpses of two splendid Canadian girls, broke and wintering in the Med, who saw the local ad for extras and went along "propped to sing, dance, do anything". When the local fire brigade weigh in for the elements with hoses and water cannon, the local recruited camera fodder are sent reeling by the all-too-authentic defuge, making one wonder whether the girls' "anything" had allowed for that. Sou-westered crews ride their camera-chariot (equipped with its own cunning umbrella and gum boots) through the tempest, with Zeffirelli shrieking "action!" like some Prospero upstaged by his own magic.

The documentary effectively unmasks the secrets of how *Otello* was transformed into "a spectacular popular entertainment". As we scarcely need reminding, it shows that the dead geniuses Shakespeare and Verdi always look after themselves, even when done over by Zeffirelli, whose hope is that people will emerge from the cinema enriched by a human experience "drenched in beauty". One can at least be moderately cheerful that this



Filming Plácido Domingo as Otello, 1985

invigorating experience will introduce millions to a great work. It is only sad that the means have to be Zeffirelli's characteristic film making aesthetic of 19th-century theatre values realized with 20th-century technology. His work makes the true task of modern operatic production seem urgent indeed. Peter Stein's magnificent *Otello* in repertory with Welsh National Opera shows just how rewarding that task can be.

PC

Zeffirelli: the autobiography of Franco Zeffirelli.
Weidenfeld and Nicolson £14.95. 0 297 78869 8.

Franco Zeffirelli, like many other Italian born out of wedlock, was first recorded as "N N" - *nescio nomen* - before his mother's penchant for calling people "my little Zeffirelli" ("little breeze") was inceptually translated in the register as the previously unheard-of "Zeffirelli". School then added injury to insult, as school so often does. On his first day he had to listen to 30 other newcomers in alphabetical order shout first their name then the names of their parents, glazing over in horror as he realized the full extent of

his social alienation. He shouted his surname: derision. Then he dried up, unable to utter the name his father bore. "N N": the teacher understood. But the rest of the class didn't.

Little incidents like this - the great formative influences on a life - reinforced Zeffirelli's already strong sense of his uniqueness and separateness. His father's philandering provided him with a series of aunts and mother-figures, but though two of these remained emotional bulwarks for much of his later life, he was left with a deep mistrust of anything masquerading as stability. The character that emerges from these pages seems in many ways to have changed remarkably little in the decades separating the stage-struck eight-year-old from the theatrical potentate. Childhood delights like the lighting tricks of peasant storytellers find their apotheosis in the Shakespeare and Verdi; his need for the cinematic games he now plays with his family continuity; in the absence of conventional biological paternity, his led him to "adopt" several young friends over whose progress he carefully watches; with *Otello* finally on the road he is now embarking on new projects with the same hopeful ambition which impelled him to take command at the beginning of his career.

Written in collaboration with the poet and television producer David Sweetman, Zeffirelli is reminiscent of Roman Polanski's autobiography (which also leaned on co-authors). Both chronicle dislocated childhoods and both reflect their subjects' stoppable creative momenta. As Polanski drew on the indelible memory of a Nazi officer swaggering past his mother's kitchen to shape a scene, *Cul de sac*, so the Florentine took the image of an unspeakable German atrocity which he had witnessed while fighting as a Partisan, and put it to work in the Calvary scene of the television film *Jesus of Nazareth*.

The irresistibly powerful figure of Count Luchino Visconti dominates the early stages of this story: his relationship with Zeffirelli recalls the analogous one between Dostoyevsky and Nijinsky, but with the important difference that Zeffirelli triumphantly broke free. The portrait offered here of that aristocratic enfant terrible - rating, for example, when he discovered that the peasant extras in his revolutionary film *La terra trema* were all voting Christian Democrat - is affectionately candid.

Zeffirelli's own politics have always been rightish, and his love for the Catholic Church abiding, but these leanings seem to have strengthened the radicalism of his work. For anyone who remembers his 1960 production *Romeo and Juliet* at the Old Vic, and for all those who now watch his filmed theatrical classics, these pages offer a fascinating commentary. Anna Magnani, Tennessee Williams, and Maria Callas are all here, as large and outrageous as life.

Once, as an art student, Zeffirelli had to draw a severed hand. It was white and delicate, and he grew obsessed by the thought of the girl to whom it had belonged and who had been alive only hours before. He discovered where her body was, and next day visited the morgue. There he found an old woman keeping vigil by her good daughter's recommissioned corpse, her hand now joined with its male and holding a little mother-of-pearl spy. On another occasion a few years later, Zeffirelli narrowly escaped execution, saved by his father's mysteriously intimate and impassioned plea to a hard-faced young fascist. The fascist, he later learned, had been his unknown step-brother. Zeffirelli's life has been dramatic to the core, and so is this book.

MC

Burning illusions

documentary arguing the case against pornography (Split Screen, BBC2, July 21) had to use fictional dramatizations showing women's fear of violence rather than illustrations of pornography that would have made them, themselves, purveyors of the merchandise.

As other contributors suggest, the issue is most acute when it comes to the affirmation, by women film-makers, of their own sexuality. Good intentions are not enough, nor are such devices as reversing roles and expectations, because what the audience sees and the use it makes of it remains beyond control. Or, if you like, "all representation seems to recuperate femininity back into the prevailing system of masculine domination" (Pam Cook). Restricting the audience is usually self-defeating and the last part of the book is devoted to this second major

problem of exhibition and distribution. The collective article "Women and the Formal Film" is a statement of reasons for withdrawing from the 1979 exhibition "Film as Film", while Jane Root is sceptical about the strategy adopted to promote *A Question of Silence* where adverse criticism was used to attract attention, but relegated the film, like much feminist cinema, to the marginal category of "controversy".

Finally, there is the much wider problem of the films that appeal to women, who are also liable to perceive any film that deals with "issues" as marginal or, at least, as distinct from films that are intended to provide pleasure. Sally Sayer and Laleen Jayamanne's criticism of the use of melodrama in *Burning an Illusion* and their evident distress at not being able to welcome the film, illustrate an

aspect of this question which is implicit in several other pieces in the book. The contributions, most originally published in specialized film journals, vary in style and content: there are many insights, some jargon and the occasional piece of irritating self-indulgence. Charlotte Brunsdon's introductory chapters to each section hold together and make this a valuable collection.

Filming Literature starts from the proposition that adaptation is a form of criticism and that simply complaining about infidelity to the original text means missing an opportunity to study how and why it has been transferred to a new medium. The book is in fact a collection of 10 essays on different topics, almost exclusively about English-language works, ranging from particular adaptations (Shakespeare, Henry James, D.H. Lawrence), to four

interesting analogies between literary and film artists, a survey of film biographies of writers and considerations of cinema and theatre. There are good chapters on Orwell and James Agee. Sinyard is erudite and informative, but inclined to trite assessments: "savagely ironic", "wildly overrated" and "unapologetically written", "insufferably condescending", "fatally flawed": too much of this can become intensely irritating (and dangerously infectious). However, teachers and students of English, as well as film studies, should try to ignore it and read the book anyway.

Eisenstein died in 1948. The text has not yet reached Faber and Faber, whose efforts to update Jan Leyda's 1943 edition of *The Film-Sound* (London) are apparent in the title: "The Work of Eisenstein (1920-1947)". The bibliography only makes it to 1946. Embellished in this uncritical apparatus, the text inevitably looks like a historical curiosity, so they would have done better to package it as an honest facsimile.

Robin Buss

Television

Special discretion

purgatorial vision, you may accept John Mortimer's explanation of how we got there (Paradise: Postponed, TV, from September 15), guided by left-wing, earnest, crusty quacks and public schools. Leslie Timmins (David Threlkell) could join the cast of *Holocaust* tomorrow, if he were not the past life of the Revd. Simon Simeon (Michael Horden). In *Simon*, also walk effortlessly into Cal Me. *Simon* (BBC1, Friday), by of those obsessive series where, simply murder, the character A and telling character B. The killer is felt to be a bit of a joke. In English language (SBS) 26.

ley) returns home after 12 years in the Australian police force to find the City much as Australians imagine it, opens a bank account in the new Lloyds building and makes friends with various local eccentrics. Meanwhile someone has committed a murder, so he is released from his running battle with the Metropolitan Police and his moody family long enough to find the killer. No wonder they keep showing these old George Wallace thrillers: an audience for a continental movie about a modern caveman, where the dialogue consists entirely of grunts (Channel 4, September 19).

Putting a roadsign at the top of the screen and announcing "Special Discretion Required" could do the trick. Channel 4's experiment is presumably intended to answer critics of other late-night movies, but the television companies have managed to involve themselves in so much controversy recently that you would almost imagine they welcomed it. The BBC were surely asking for trouble when they advertised *The Monocled Man* (which ended on BBC1 on September 21) as "a true story" of the Epiplatys mutiny. Some reactions were chronicled by Richard Ingram on What the Papers Say (Channel 4, September 19), but only a historian with access to state papers could give a reliable verdict on the facts. *Diverse Reports* (Channel 4, September 17) admits its willingness to stir controversy, so the producers of Christine Chapman's scare story about AIDS would probably have been disappointed if it had not featured on *Right to Reply* (Channel 4, September 20). Even so, to suggest that we are faced with an alternative of monogamy or extinction was unnecessarily alarmist.

Brass Tacks (BBC2, September 18), however, seemed anxious to avoid scolding anyone with a Sheffield: the curriculum reform in education are "relevance" and "child-centred learning", and only in passing was it mentioned that several teachers in the two schools featured in the report have doubts about innovations. Perhaps the follow-up discussion (September 25) will have shown why.

Pop

Raw deals

Expensive Habits: The Dark Side of the Music Industry.
By Simon Garfield.
Faber & Faber £5.95. 0 571 13721 0.

Somewhere in the middle of Derek Jarmar's chaotic *Jubilee*, Adam Ant is taken to meet the Svengali of the rock biz. Straining every muscle - let's be fair: this was A Character, not Adam himself - he gets out his line: "I don't wanna be... RIPPED OFF!"

Someone, somewhere says that every day and someone, somewhere forgets. Every garage band there ever was spends at least two hours talking about making it for every hour of actual rehearsal. And they all swear that no way, no-o way are they going to be ripped off. And then some man in a shiny suit comes along with a bit of paper and a gold pen and they find themselves tied up for 20 years to some contract that'll pay them less than YTS, all without reading even the large print.

For Simon Garfield, a staff writer and rock critic on London's *Time Out*, it has to be because the rewards for those that really do make it big are still so astronomical. Garfield has just published a superb account of exploitation in the rock industry. It isn't a story about packets of cocaine and wads of notes stuffed into record sleeves to boost a song or album up the charts. These days the system is so watertight that not even Big Drinks can spring leaks in it. A single in the charts probably has sold as many as they say it has.

Expensive Habits is about self-inflicted wounds. Giving away all your songs and a contract that gives you minimal royalties, none at all for cassettes, 12-inches and compact disc, is all a bit like shooting yourself in the foot before starting a race. There are no, or few, outright villains (Garfield points to the odd figure like Allen Klein or Gordon Mills) largely because no one needs villainy if the "victims" are going to play right into your lap. Two pretty scary facts: it isn't just the unknowns who get taken for a ride (the Beatles and Wham!; they don't come any bigger); and it doesn't seem to be getting any better. These days bands are more or less instructed to seek out "independent" legal advice before signing anything. This stems from the time when some of the more spectacularly unfair contracts were overturned in court on the grounds of inequality of bargaining: that is, manager plus accountant plus team of corporate lawyers plus agents plus hangers-on, all in the red corner, while in the green two lovable mop-tops from God knows where with nothing but a dozen songs and an untarnished faith in human nature. The problem now is that the legal wrangles have become so complicated that the only lawyer who can do you any good is probably working for one of the big corporations anyway.



The Beatles and Wham! taken for a ride

No one believes pop stars when they lead the line in interviews. After all, we've seen the videos. But it's still true, as Garfield describes, that all the time Wham! were rapping and going and hanging out at the Club Tropicana they were skipping rounds and turning over the bus fare in their pockets. All those years they were remaking popular music, the Beatles didn't even own their songs. Paul McCartney's 1965 offer of \$40 million for his share was spectacularly gauged by Michael Jackson.

Garfield produces a staggering list of stars who've been fooled or conned by a dreadful publishing contract: The Who, Elton John, The Kinks, Hazel O'Connor, Ray Jackson, Ray Jackson? Well, yes. There are two things that can happen to you when you've signed your life away to a record company. They can push you to the top and keep all your money. Or they can decide you're not going to be such a big thing after all and simply prevent you selling your work anywhere else. That's what happened to Ray Jackson. He'd been part of the successful folkie band Lindisfarne. EMI decided he'd now be the Next Big Thing, rustled the papers and then changed their minds. Which is why these days only judges and lawyers have heard of him. Similar fates awaited the likes of Hazel O'Connor, bound for stardom after the leading role in *Breaking Glass*, but only now beginning to get over the effects of record company inertia. A fighter, Hazel.

The others you don't hear about unless, as with Jay Aston's departure from Buck's Fizz and subsequent contract-gagged silence, there was enough sex'n scandal to elevate the whole affair into the big time of the *Sun* or *Daily Star*.

Ray Davies of The Kinks suggested (once bitten, twice shy) that some organization be set up to give young bands the advice they need to prevent the kind of ludicrous publishing deals most of them fall for. Yet, if what Simon Garfield says is true, they all dive for contracts like lemmings and would do so even if the A & R men walked around with health warnings on their shirt fronts and "PRECEPICE" on their office doors. Perhaps, Garfield suggests, we all quite like the fact that rock is still at bottom a bit dodgy, perhaps that's still part of its excitement. Perhaps, at bottom, we just rather like the idea that George Michael has to tap his father for a night out, a bit of co-conspiration that stops them all getting too much above the rest of us.

Jim Weir

Heroic efforts

King Arthur. By John Dryden and Henry Purcell.
Bedfordshire Youth Opera Group.
A Midsummer Night's Dream. By William Shakespeare.
Bedford School and Bedford High School.

In a recent *TES*, Hugh David lamented the lack of theatrical challenge in so much youth theatre work. Last week, Bedford provided two exceptions to prove this rule.

Presenting *King Arthur* in the confined space of the Bedford Drama Studio is a theatrical north face of the Eiger. Resplendent costumes pointed out the lack of scenic elaboration while the action overflowed unceasingly up the aisles and behind the audience.

There was nothing outright bad in John Topping's production, but the evening only lit up during the choruses of the musical interludes, although Laura-Jane King and Jenny Akhurst were notable among some well-prepared soloists. Under John Shaylor, the chamber orchestra played well; only during a passage of shivering winter music were the modern instruments obtrusive.

The acted sections suffered from the miscasting of a capable actor who seemed more suited to be a fiery young prince, Hamlet or Hal, but did not have the gravitas for Arthur. Sarah McVicar and Julia Stubbs were excellent as his love Emmeline and her maid, but they were two performances in search of a character.

Ultimately, the challenge was too much; heroic tragedy it may be, but Dryden's Arthur spends much of his time listening to spirits tell him what is going to happen. As earth-spirit Grim-

bold, Danny Parker showed himself an inevitable Caliban of the 1980s, while Heather Fletcher's Philidel (Dryden's Ariel) combined physical delicacy with the suggestion of moral finesse. At least this group reached a long way beyond base camp.

The problems of presenting the *Dream's* immortals called forth an imaginative technical response at Bedford School: a gossamer canopy that rose and fell as forest-cover and Titania's bower, a colour wash of lights, and synthesized sounds. Alas, with them came the all too usual neo-brutalist fancies, Oberon sneering with jealousy even as he expressed pity for Titania.

But things were super in the natural world. Even the lovers, so often tiresome in their quarrels, remained interesting, varied and well-motivated. Michelle Bryant's Hermia needed more gradations of emotional intensity in her responses to difficulties, but was otherwise an expert and individually conceived performance - before she had spoken a line it was clear who would control her life with Lysander.

Rosheen Beattie was a fine Helena, and Emma Pearce a sympathetic Hippolyta, supporting Hermia and silently indicating there are more things in heaven and earth than are dreamed of in Theseus' dismissive philosophy of imagination.

Peter Quince's script revealed the mechanicals in this intelligently updated show to be on a YTS scheme. Somehow Elizabethan English seemed natural from Alison Cartmell's understated, boyish Boston. This actor already seems to understand how comedy often depends on reaction to others.

Despite raw edges of inexperience, this is possibly the freshest *Dream* since Cheek by Jowl's award winner. They played Bedford School last year and may have inspired Mike Morrison's production - though it is entirely independent in its approach.

Timothy Ramsden

On the other hand

Carry On, Understudies. By Michelle Wandor.
Routledge and Kegan Paul £5.95. 0 7102 0937 1.

This book claims to be a "revised, updated and greatly expanded edition" of *Understudies* published in 1981. Like the original it is "about the relationship between sexual politics and alternative theatre". It takes as "axiomatic" the link between politics and art, arguing that "sexual politics has introduced a radical critique" of the male dominated theatre industry "based on gender and the representation of sexuality". It adopts a partisan stance "towards the work of women and gays whom it has been spurred by feminist or a politicized gay consciousness" adding, in the revision, virtually no page has been untouched by my brain and typewriter. Lazy sentences have been lightened.

Reading both editions side by side, such claims seem exaggerated. Typographical changes in the original chapter two make chapter three in the new. Chapters four (old three), nine (seven) and ten (eight) contain minor expansions. Rewriting includes changes in word-order, additional accounts of plays in performance bringing them up to 1985, extended quotations. Wholly new writing includes notes on criticism, an account of the Standing Conference of Women's Theatre Directors and Administrators; a new chapter eight: "Political dynamics: the feminisms".

Hore Wandor writes "there is no simple way in which neat correlations between politics and art (feminism and theatre) can be made" though she frequently does. Again, she writes,

John James

SWAN THEATRE
presents Moliere's
TARTUFFE
NOVEMBER 13-29

PLAYDAY November 27, 11am-5pm
for fifth, sixth and college French/drama
students to illustrate Moliere's mastery
of language
£2.50 per head inc. matinee perf.
Bookings: Denise Chris White on 0905-27463

For details of Chromatica's educational work contact Mark Underwood on 01-808 2768 (119 Rosebery Avenue, London N1).

Didactic duo

Chromatica. Carol Wells (piano); Mark Underwood (flute).
Wigmore Hall, September 18.

A laudable plan to hold a pre-concert workshop for schools was foiled by an administrative hitch: the schools didn't materialize. But those young people that turned up to the concert clearly found much to enjoy in the enterprising programme from Chromatica, two artists - both teachers - whose strengths include an obvious enthusiasm for communicating as well as performing.

The duo were at their best in the contemporary repertoire: a sharply articulated *Debussy* 21.5 by Varese and the unusual Sonata by Walter Piston.

with its syncopation and angularity combined with a retrospective use of classical form and contrapuntal passages demonstrated the flute across the whole range of its tone colour. And Sir Lennox Berkeley, seated in the audience, cannot but have been impressed by Mark Underwood's stylish delivery of his Sonata op.97.

In the Spohr Sonata in E flat and elsewhere, the pianist, possibly striving not to eclipse the flute, was too often relegated to an accompanying role but came into her own in the Handel Sonata in B minor and in the Piston with its elegant arpeggi. In a demanding programme, particularly for the flute, it was inevitable that some items should disappoint; the lyrical Saint-Saëns Romance unfortunately

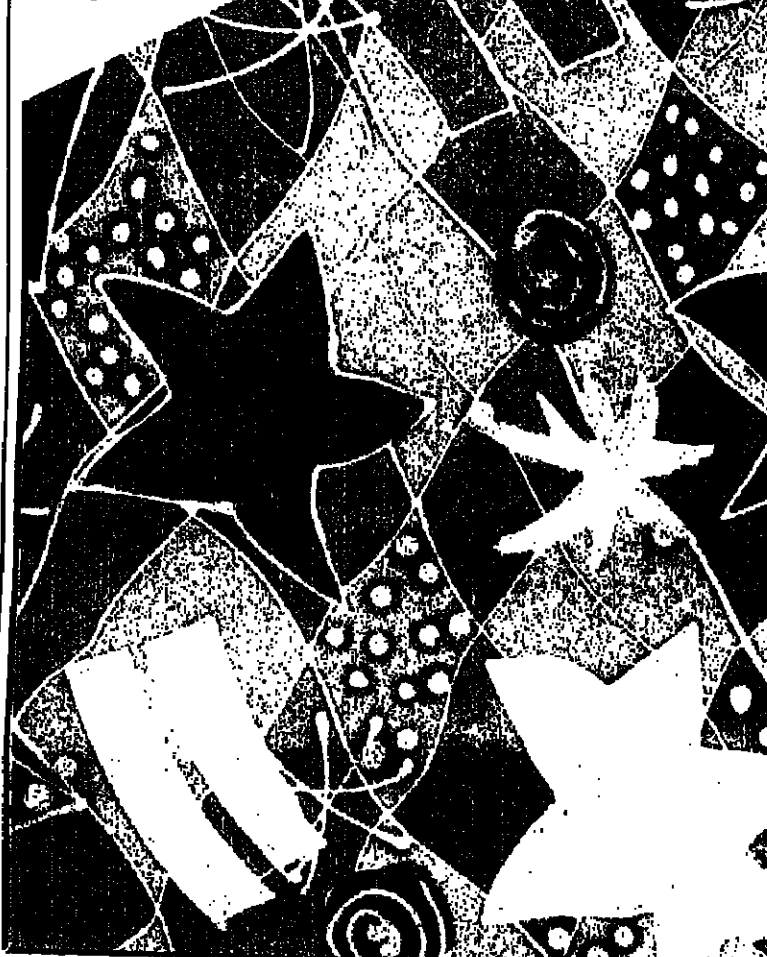
nately lacked the passion and commitment it deserves.

The pre-concert talk needs refining. However, Mark Underwood and Carol Wells radiate a warmth and accessibility both when talking about music and performing it, and their choice of repertoire is appropriate for a young audience, albeit a musically motivated one. Written worksheets would appear to be unnecessary; the music speaks for itself.

Philippa Davidson

DESIGN WORKS

Michael Clarke on the Design Centre's new range of learning and teaching aids



Techniques of Sketching
44 slides, handbook and microfiche,
£24 VAT
New Pillar Box for the Post Office
80 slides, handbook with student's
notes, optional microfiche, £30+VAT
Christina Shannon: Textile Designer
VHS video and handbook
Ken Grange: Product Designer
VHS video and handbook
John Herbert: Interior Designer
VHS video and handbook
£25 each + VAT

All from Design Council Educational,
The Design Council, 28 Hymark, London SW1Y 4SU.

Teachers at secondary and tertiary levels will welcome the launch of this comprehensive package of Design Council teaching and learning aids (more will follow), not only because they will satisfy a rapidly increasing demand for design education material but because they do so in a wide-ranging, flexible manner.

Although all the packs are either videos or slide collections with supporting texts, each belongs to one of four series: Students at Work, Designers at Work, Designers Talking or Living by Design. These categories quite rightly overlap, but by approaching design from different directions, they collectively prove more enlightening than they might otherwise have done.

The differences in presentation can best be seen by comparing the two slide packs, *Techniques of Sketching* and *New Pillar Box for the Post Office*. The first deals with techniques of draughtsmanship, both manual and electronic, that enable the designer to sort out different ideas, project all-round views and select the appropriate means of presenting a design concept in appearance and structure to the professional technician and engineer. Student drawings are used throughout. Engineering and presentation drawings are part of the visual material used in *New Pillar Box for the Post Office*, but this pack focuses on the generation and realization of a specific object through every stage of its development, from tentative conception to working models and final materialization. It shows how the designer, Tony Gibbs, worked with a variety of specialists, including the Post Office's engineers and design co-ordinator, and, after rejecting fabricated steel, shell concrete and glass reinforced plastics, supervised the casting and assembling of the cast-iron finished product.

Beyond the contrasted approaches

to design, however, is the flexibility of use to which a fixed number of visual images can be put. The text accompanying *Techniques of Sketching* has two commentaries, one an expanded version of the other and intended for individual students possibly working with the microfiche instead of the slides. The text with *New Pillar Box for the Post Office* offers three commentaries, a concentrated, an expanded and a concise one using less than half of the slides, as well as a list of closely related study projects.

The three videos currently available are different again. All concentrate on a particular designer, but while *Living by Design* focuses on textile designer Christina Shannon, researching ideas, working in her studio, assembling and marketing her collections, *Designers*

There has been a remorseless push from the educationists to take a moral stance, where function is all—a temptation in Britain to scorn style, fashion and pleasure?

Talking contrasts two designers working from substantial commercial studios to specific briefs for particular companies, the diversity of Ken Grange's product design for Wilkinson and British Rail, and the over-all design concept which John Herbert developed for Olympus Sport.

Many students might sympathize more readily with the pack on Christina Shannon, if only because, like them, she works alone. But there is also the fact that having trained initially as a painter, she will work in a very personal way, designing printed textiles mostly for the expensive end of the fashion industry. One of several pleasures of the video is actually watching her develop her ideas, not only using but demonstrating and explaining a variety of techniques, and combining several in a single design.

But what all students will learn, if they wish to succeed in a highly competitive, international market, is that they must have a quick response to changes in taste, a ready acceptance of new technology, a sound business sense and communication skills that go beyond public relations to actual sales. Christina Shannon not only designs alone, she is her own agent, selecting and assembling the collections which she must sell at trade fairs or through direct contact.

Ken Grange has been a successful international designer for more than a quarter century and believes his company, Pentagram Design Ltd, is the best. He is surrounded by his products, designs, like the Kodak Instamatic, Wilkinson Sword disposable razor and British Rail's 125 High Speed train. His search for a design solution to the last two, very different objects to deal with in detail, and his honest commentary reveals that, despite all the extensive research and thorough testing ideas, the breakthrough came by chance and from engineers. It was after discussing that the 125 did not need buffers that it got its final aerodynamic form.

Equally frank are Grange's comments on design theory and practice. He is "a great believer in pleasure in products" and thinks "the designer is employed to be creative and, as long as the brief is met, should have the courage to push an opportunity to its limits". He adds: "No brief of itself ever produced an unexpected master leader".

The brief John Herbert received from Olympus demanded that he and his partnership made their clients' leading sports equipment and leisure wear retailer in the country, which was what he did. For him "a successful interior designer takes hold of space, manipulates it for his own ends and makes it interesting to the eye and to the pocket".

Herbert spent a year developing ideas which he then had to persuade his client to accept. Several of them, like the overall grass-green colour, the tennis-net grid and exercise bar motif.

Many students might sympathize more readily with the pack on Christina Shannon, if only because, like them, she works alone. But there is also the fact that having trained initially as a painter, she will work in a very personal way, designing printed textiles mostly for the expensive end of the fashion industry. One of several pleasures of the video is actually watching her develop her ideas, not only using but demonstrating and explaining a variety of techniques, and combining several in a single design.

But what all students will learn, if they wish to succeed in a highly competitive, international market, is that they must have a quick response to changes in taste, a ready acceptance of new technology, a sound business sense and communication skills that go beyond public relations to actual sales. Christina Shannon not only designs alone, she is her own agent, selecting and assembling the collections which she must sell at trade fairs or through direct contact.

There has been a remorseless push from the educationists to take a moral stance, where function is all—a temptation in Britain to scorn style, fashion and pleasure. That, in my view, is the road to righteous boredom, a loss of moral commitment perhaps, but none of the essential dirty excitement.

MEDIA



Men of oak

Robin Buss previews 'Crusade', a documentary in which the Jarrow marchers tell their own story

Crusade
Channel 4, Saturday 7.30pm.

There had been hunger marches since the Twenties, but the Jarrow March of October 1936 was different. This moving documentary from Tyne Tees Television explains why.

Jarrow was a "company town", virtually the whole workforce depending on Palmer's Shipyard. It was the victim of the peculiar circumstances in the industry and heavy-handed attempts to rationalize it. Palmer's was closed, forbidden to reopen for 40 years, and proposals to establish a steelworks were blocked by the Iron and Steel Federation. Stanley Baldwin's government refused to intervene between the industrial combines and the town they were apparently determined to destroy so, under the leadership of its MP, Ellen Wilkinson, and with the backing of all parties on the Council, Jarrow chose 200 men, from 1,200 volunteers, who would walk the 300 miles to London to present a petition, boxed in English oak, to change the Government's mind.

They had misjudged that instrument. Baldwin announced from the start that, in a parliamentary democracy, there were other ways of making one's opinions felt, and let it be known that, as a staunch democrat, he was not

to be moved by the spectacle of 200 of his fellow-citizens suffering from malnutrition and bitterest need. Walter Runciman, President of the Board of Trade, betrayed an equal passion for democracy by announcing that Jarrow must "work out its own salvation", and dole payments to the marchers' families were stopped: they were patently not "available for work".

More astonishing than the reaction of the Government was the refusal of either the Labour Party or the TUC to back the march. Support came instead from two main sources: the ordinary people whose towns the men were routed and the media. The press, doubting their readers' grasp of the principles of democratic politics and noting that a stray mongrel dog had opted for the marchers, showed remarkable sympathy. The newsreels, often berated by programmes such as this as obedient uncritical "the dominant ideology", demonstrated open partiality with the men of Jarrow, if one is to judge by the extracts shown here.

The march concluded in Hyde Park with a mass rally. The petition was duly presented. The House of Commons relaxed the rules of parliamentary government to the extent of debating it. Some 10 minutes of Commons time was given to what its MP in the title of her book called *The Town That Was*

Murdered. The marchers returned home by rail and were once more available for what still wasn't there.

Adolf Hitler used the employment problem in Jarrow, three years later. The eight marchers, whose recollections form the backbone of Rob Cawley's documentary, all aged over 70, fought to keep Britain safe for parliamentary democracy. They were no more rebels in their twenties than they are now. "Some of the people even joined that, now," one recalls, referring to the Communist Party as it was the last resort of desperate men.

The Jarrow March was, in the words of the commentary, "a unique combination of protest and respectability", and all the sadder for it. These were right-thinking English people, unable to comprehend why their government would do nothing to protect them against the decisions of the heavy industrial federations.

They are allowed to tell their own story, with the help of archive material, explanatory comment and song. They are still proud of what they did. The unemployment of the Thirties might be summed up in these photographs of idle men on street corners, in the newsreels which show the discipline of the marchers and in the voices concluding that "it achieved nothing", but knowing that they gave their town its place in history.

briefings

radio & tv

For schools

NOW AND THEN
(Monday, 14.15 BBC2)

A historical counterpart to "Near and Far" (Tuesday, 11.17). Here nine to 11-year-olds begin a unit on "Builders and Buildings". "The Age of Concrete" follows this substitute material from its first use about 5600 BC through to Le Corbusier's high-rise flats and modern techniques.

RADIO GEOGRAPHY: AT HOME AND AWAY
(Monday-Friday, 00.30 VHF4)

This term's theme is environmental problems and their practical solutions. Thirteen to 14-year-olds consider farming in Finland, Kenya and Greece, forests in Britain, the Alps and the Tropics, and three highly individual cities.

SEEING AND DOING
(Tuesday, 11.10 Wed 11.22 ITV)

Non-specialist teachers in music are offered these programmes to help present six to eight-year-olds with a collection of musical experiences. Here they discover "Pitch", concentrating on the guitar and violin.

SCIENCE IN ACTION
(Tuesday, 10.38 BBC2)

A new series for 14 to 16-year-old less motivated students. Uses a mixture of film reports and studio activities to encourage experimental work. "Colour" begins with the splitting of white light into the colours of the rainbow.

INVESTIGATING SCIENCE
(Wednesday, 10.38 BBC2)

New programmes for lower secondary pupils to support the "process approach" to science. Why are scientists strange people in white coats? What are they really like and what scientific "rules" do they follow?

READING CORNER

(Wednesday, 11.40 VHF4)
A collection of modern fairy tales forms a new unit for lower primary children based on the premise that listening promotes reading. This week's story, "The Thrush Girl", can be found along with the other stories in three clear and attractive little books.

TOGETHER: AN ASSEMBLY FOR SCHOOLS
(Thursday, 9.08 VHF4)

The change in title reflects the change in school assemblies. This series aims to provide music and stories that nine to 11-year-olds of all cultures can enjoy.

NEWSCAST

(Thursday, 14.40 VHF4)
A current affairs series designed to explain to 16 to 19-year-olds the background to news issues at home and abroad and give them the chance to ask questions.

WORLD STUDIES
(Friday, 10.45 ITV)

"The Price of Marriage" focuses on the pressures on a young Bangladeshi girl to accept an arranged marriage.

Continuing education and general interest

ONE VILLAGE IN CHINA
(Saturday, 20.35 BBC2)

In the first of three films about the Chinese countryside, women in a small village talk about love, marriage and childbearing. The older women talk about the bad old days of child marriages, foot binding and servitude.

THE EDUCATION ROADSHOW
(Sunday, 16.00 VHF4)

This week's roadshow comes live from Monkwearmouth College of Further Education in Sunderland. It offers advice for parents of school leavers about further education and training schemes.

ISSUES OF LAW
(Tuesday, 19.35 BBC2)

In the second of six programmes on the current state of English law, solicitors and barristers talk about their day-to-day routines.

For Geography

Tick the materials you'll need for 1988/87. Then return this advert to us by FREEPOST.

GEOFILE

— the information service for geography teachers and students

GEOFILE monitors a wide range of relevant publications to give you up-to-date, concise, illustrated reports on 20 topics of current interest each year.

Price: £16.50

PEOPLE PLACES AND PLANNING

Focusing on four controversial environmental issues, these videos and resource packs are designed to involve 16+ students in the complexities of decision-making.

Voting with their feet — inner city population declines
When the old firm goes — relocation of industry
Beside the sea — migration of the elderly to the coast
Village England — influx of newcomers into rural communities
VHS videos £25.00 + VAT each (not available on approval)
Resource packs — text sheets, photographs, maps — £11.00 each.
Published by IEA Learning Materials Service

Order now

Please send the items above on: ☐ firm order ☐ 21 days approval
I enclose cheque/postal order/official requisition for £

MyMra/MraMrs

Address

Postcode

LEA

SEND TO

IEA Learning Materials Service, FREEPOST, Brookthorpe Lane, Kington, Warwick CV8 9BB
One stamp needed to UK

Road to recovery

Getting Better

Changing Patterns of Health Care in the World
An activity pack for schools, consisting of teacher's notes and five activities. Free from Young Save the Children, 17 Grove Lane, London SE5.

Getting Better is an ambitious set of teaching materials which aims to "promote enquiry about the changing nature of health and life expectancy particularly in the Third World and to highlight the role of communications in making health care more widely available". It is intended for use with nine to 13-year-olds.

Children of this age will almost certainly be quite knowledgeable about some aspects of Third World countries — especially since the Ethiopian famine, Band Aid and Bob Geldof — and although there is a danger of them being blasé about such things through media overkill, there will be some knowledge base on which to build.

The central theme of the pack, however, is the changing nature of health care and how it varies from place to place and from age to age. The first activity, "In Touch", introduces children to the concept of communication and to the many technical changes which have occurred over the last 100 years. "Talking About Our Past" is an introduction to oral history. Children invite older people into the classroom and ask them about their lives and their experiences of health care. This enables changes to be seen in a more real and personal way.

"Planning for Change" is a simulation game based on the activities of an aid agency, and aims to give children an understanding of different people's viewpoints and possibilities for change, as well as a more realistic view of the situation in developing countries. It is all too easy to perpetuate the notion that health care is a western invention and must be introduced to "backward" countries at all costs, completely ignoring the long history of traditional medicine.

"Chances" is a wallchart covering

the period 1860 to 2060, showing changes in both health care and communication and encouraging children to think clearly and carefully about the future. What changes would they like to see and why?

The scope of *Getting Better* is extremely wide, so it is important for anyone using it to be very clear about what they are trying to do. Introducing concepts like disease, tradition or change to children is not as daunting as it may sound. Perhaps we as teachers sometimes underestimate what our pupils can cope with?

On a more practical level, there is plenty of material in each section of the pack to sustain several sessions of activity. The top year of the primary school would be ideal for using it, because of the flexibility of the timetable; secondary schools may have more of a problem as the material would tend to itself to use in several subjects, Geography, History, English or Religious Studies.

Liz Swindon

notes

CHURCH ARMY

Religious Education, Humanities and Social Studies teachers can obtain a set of four posters which contain factual information on the work of the Church Army. They are aimed at the top junior

and secondary age range and are available from Church Army Headquarters, Blackheath, London SE3 9LG, price 50p.

Also available on free hire is the Church Army video "Street Level", for teachers who wish to use the society's work as a topic of study. Further information is available from Andrew Guy, Communications Officer, at the above address.

ELECTRIC PROCESSOR

Polaroid has introduced a new electric processor for use with all films in the Polaroid 35mm Instant Slide System to make the production of instant 35mm colour slides in colour and black and white easier.

Further details are available from Belinda Mobbs, Publicity Manager, Polaroid (UK) Limited, Ashley Road, St Albans, Herts AL3 7JH (0772 78208).

Store of images

SCHOOLS TELEVISION

The English Programme:
Poets International
ITV, Thames Television
Wednesdays 10.33am.

"I don't want any photographs to come between my words and your memories — just the store of images you have in your head." Such was the fairly uncompromising start to the first of the five programmes that make up this new unit in Thames's highly regarded series for the 13-18 age group.

The words are Ted Hughes' and, true to his wish, no extraneous image appeared in his programme. He simply introduced five of his poems, talking (almost) to camera against a plain black setting, a book of poems and a

glass of water his only props. When he read the poems, we saw the printed words, nothing else — except once, a few rooks crowed discreetly.

It was a stark programme. Indeed, there were moments when I thought he was deliberately trying to re-create those memorable radio talks he made for BBC School Radio in the Sixties (now again available as a Faber paperback, *Poetry in the Making*, £1.95). But this was more than radio: actually seeing him describe the creation of his poems was both illuminating and compelling, and also (perhaps predictably) haunting.

This week's programme was very different. *Drum, Talk and Dub* had five Caribbean-British poets performing some of their work to a studio audience of London teenagers. James Berry introduced the programme, pointing out that Caribbean poetry is only a young tradition, born of a confidence developed since the Caribbean states gained their independence. The programme illustrated the range of their poetry, some in "nation-language", others in British English; some reflecting the position of the Black in England, others positively embracing the African cultural heritage, as well as more recent history.

If the Ted Hughes programme scorned the use of "visual aids", this coming Wednesday's edition on the Czech writer, Milos Forman, is one of the happiest ever combinations of images and poetry on television. Forman is in fact an immunologist as well as a poet and poems such as "In the Microscope" come horribly to life as we actually watch the cells in his lab "fillers of the soil" and "the revolt

of immense estates". Just as it was something of a triumph for the series producer, Peter Griffiths, to have tempted Ted Hughes into his television debut, so it is a triumph to have persuaded the Prague authorities to allow the making of this film on location with a script written by Forman himself. If you've ever used the poems "A Boy's Head" or "The Door", then use this quiz-like entertainment too.

The climax of this unit is a two-part adaptation of the stage play, *The Belle of Amherst*. A one-woman drama, it features the poet Emily Dickinson, played here wondrously lightly by Claire Bloom (and how's that for casting for a schools programme?). Dickinson wrote 1,775 poems; 10 were published in her lifetime. The play brings moments of that life into exquisite focus. There is her laughing reverence for words ("Now there's a word to lift your hat to"), her excitement at possible publication, her gentle death and, subtly interwoven into the monologue, her poems. Directed by Adrian Brown, the play is shot in sepia tones with inimitable prize-winning lighting by Andy Andrews and a magical soundtrack by Peter Willocks.

It may be only for the upper end of the series' audience, but if your sixth formers are not intrigued and captivated, then suggest they change subject and watch it by yourself.

The accompanying programme booklet is available from the Schools Publication Office, Thames Television, 149 Tottenham Court Road, London W1P 9LL (£2.50).

David Self

Are you a night owl?

Is the time for

NIGHT-TIME BROADCASTS

RADIO GEOGRAPHY: Home and Away 13.14
29 Sep 3 Oct 1986
• Living in marginal areas including a new township and radio programme Mexico City after the earthquake
Monday to Friday nights on Radio 4 VHF FM 90.30 91.30

NBS Night-time Broadcasts may be recorded for educational use. Remember to set your time-switch for half past midnight.

Send a s.a.e. for a schedule of all Night-time Broadcasts to

BBC EDUCATION BBC School Radio Enquiries
1 Portland Place
London W1A 1AA

Titles Available For Recording From Sunday 28 September 1986

Approximate Transmission Times.

Sunday 28 September 2.00 Everybody Here - Repeat For Code A	Friday 3 October 8.15 Sandringham Film Code C 10.30 Out of the Woods Film Code C
Monday 29 September 5.00 I Could Do That - Repeat For Code C	Saturday 4 October 4.00 Right To Reply Film Code A
Wednesday 1 October 6.30 Flashback: Images of the Family - Repeat For Code C	For details of the scheme, and any other information, contact Judith Fairclough at:
8.30 Dime News Reports For Code B	GUILD LICENSING
9.00 The History of the Psychiatry Film Code C	6 Royce Road, Peterborough PE1 6YE (0753) 518316
Thursday 2 October 8.00 Epitaph For Code D	Late Changes (0753) 312102

(102)

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education

Other Appointments 36

Primary Education

Headships 36

Deputy Headships Senior 38

Masters/Mistresses

Heads of Department 39

Scale 2 Posts 39

Remedial and Special Needs 55

Teaching Posts

Scale 1 Posts 41

Middle School Education

Headships 55

Deputy Headships Senior 55

Masters/Mistresses

Craft Design & Technology 55

Home Economics 55

Modern Languages 55

Music 55

Physical Education 55

Science 55

Social Studies 55

Other than by Subjects 55

Secondary Education

Headships 56

Deputy Headships Senior 56

Masters/Mistresses

Remedial and Special Needs 56

Teaching Posts

Art and Design 57

Commercial Subjects 57

Computer Studies 57

Craft Design & Technology 58

Economics & Business Studies 58

English 60

Geography 61

History 62

Home Economics 62

Humanities 63

Mathematics 63

Modern Languages 65

Music 66

Pastoral 67

Physical Education 67

Religious Education 68

Rural Science 69

Science 69

Social Studies 71

Speech and Drama 71

Technology 71

Other than by Subjects 71

Sixth Form and Tertiary Colleges

Heads of Department 71

Scale 2 Posts 71

Scale 1 Posts 71

Special Education

Headships 72

Deputy Headships Senior 72

Masters/Mistresses

Heads of Department 72

Scale 2 Posts 72

Scale 1 Posts 74

Pastoral 81

Science 80

Other than by Subjects 80

Appointments in Scotland 75

Independent Schools

Headships 76

Deputy Headships Senior 76

Masters/Mistresses

Art and Design 76

Classics 77

Computer Studies 77

Craft Design & Technology 77

Economics & Business Studies 77

English 77

Geography 77

History 77

Home Economics 77

Mathematics 77

Modern Languages 78

Music 78

Pastoral 78

Physical Education 78

Religious Education 79

Science 79

Speech and Drama 79

Other than by Subjects 79

Preparatory Schools

Headships 79

Deputy Headships Senior 79

Masters/Mistresses

Art and Design 80

English 80

Geography 80

Mathematics 80

Modern Languages 80

Music 80

Pastoral 81

Science 80

Other than by Subjects 80

Colleges of Further Education

Directors and Principals 81

Heads of Department 80 & 81

Other Appointments 80

Colleges and Departments of Art

Directors and Principals 84

Other Appointments 84

Polytechnics

Other Appointments 84

University Appointments 85

Fellowships, Studentships and Research Awards 85

Colleges of Higher Education

Heads of Department 85

Other Appointments 85

Adult Education 85

Community Homes and Associated Institutes

Other Appointments 86

Youth and Community Service 85

Oversens Appointments 87

Administration 80

Local Education Authority 88

Administration General 90

Child Care 91

Educational Psychologists 90

School Health Service 91

Examiners 91

Miscellaneous 91

Peripatetic Posts 93

Outdoor Education 93

English as a Foreign Language 93

English as a Second Language 93

Appointments Wanted 93

Educational Courses 93

Tuition

Awards and Scholarships

Contracts and Tenders

Lectures

Personal

Announcements

Conferences

For Sale and Wanted

Holidays and Accommodation

Field Study Centres

Business Opportunities

Properties for Sale and Wanted

Please address classified advertisements to: John Ladbroke, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX.

Classified Advertisements Rates: Single Column £2.25 per line (min. 3 lines). Classified Display £12.00 per s.c.c. (min. 9.5cm x 2 cols £245.10). Box number facility £5.00. All rates are exclusive of V.A.T. Copy deadline (space permitting) Monday preceding Friday of publication. Corrections deadline 10.30am Tuesday preceding Friday of publication. All advertisements are published subject to the Terms and Conditions Times Newspaper Ltd. (available on request).

Nursery Education

Other Appointments

BARNET LONDON BOROUGH

Required January 1987

Barnet Junior School, Barnet, Herts. EN4 6JF

Tel: (0181) 958 6036

Nursery Teacher - Scale 3

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

OXFORDSHIRE COUNTY COUNCIL

Suttons Junior School, Suttons Lane, Chipping Norton, Oxfordshire. OX12 5JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

SUFFOLK COUNTY COUNCIL

Woodbridge Junior School, Woodbridge, Suffolk. IP12 4JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CHESHIRE EDUCATION COMMITTEE

The Cobbs C. School, Warrington, Cheshire. WA4 3DB

Tel: Warrington 64616

Closing date: 15th October 1986

NURSERY TEACHER - SCALE 3

Applicants should be experienced nursery teachers with a minimum of 3 years' experience in a nursery school.

This is a 104 place nursery unit attached to a primary school in a pleasant area of Warrington. There are two teachers and two classroom assistants. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CHESHIRE EDUCATION COMMITTEE

Oulton Park C. School, Oulton Park, Cheshire. CW11 3JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CHESHIRE EDUCATION COMMITTEE

Oulton Park C. School, Oulton Park, Cheshire. CW11 3JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CHESHIRE EDUCATION COMMITTEE

Oulton Park C. School, Oulton Park, Cheshire. CW11 3JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CHESHIRE EDUCATION COMMITTEE

Oulton Park C. School, Oulton Park, Cheshire. CW11 3JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CHESHIRE EDUCATION COMMITTEE

Oulton Park C. School, Oulton Park, Cheshire. CW11 3JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CAMBRIDGESHIRE EDUCATION COMMITTEE

The Cobbs C. School, Warrington, Cheshire. WA4 3DB

Tel: Warrington 64616

Closing date: 15th October 1986

NURSERY TEACHER - SCALE 3

Applicants should be experienced nursery teachers with a minimum of 3 years' experience in a nursery school.

This is a 104 place nursery unit attached to a primary school in a pleasant area of Warrington. There are two teachers and two classroom assistants. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CHESHIRE EDUCATION COMMITTEE

Oulton Park C. School, Oulton Park, Cheshire. CW11 3JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CHESHIRE EDUCATION COMMITTEE

Oulton Park C. School, Oulton Park, Cheshire. CW11 3JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CHESHIRE EDUCATION COMMITTEE

Oulton Park C. School, Oulton Park, Cheshire. CW11 3JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CHESHIRE EDUCATION COMMITTEE

Oulton Park C. School, Oulton Park, Cheshire. CW11 3JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CHESHIRE EDUCATION COMMITTEE

Oulton Park C. School, Oulton Park, Cheshire. CW11 3JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CAMBRIDGESHIRE EDUCATION COMMITTEE

The Cobbs C. School, Warrington, Cheshire. WA4 3DB

Tel: Warrington 64616

Closing date: 15th October 1986

NURSERY TEACHER - SCALE 3

Applicants should be experienced nursery teachers with a minimum of 3 years' experience in a nursery school.

This is a 104 place nursery unit attached to a primary school in a pleasant area of Warrington. There are two teachers and two classroom assistants. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CHESHIRE EDUCATION COMMITTEE

Oulton Park C. School, Oulton Park, Cheshire. CW11 3JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

This is a challenging opportunity for an experienced nursery teacher to assume responsibility for a new double nursery unit at this friendly school. The nursery is well equipped and has a large garden. Visits welcome, please telephone for details.

Removal expenses and separation allowances available.

Application forms (s.a.e.) obtainable from and returnable to Head Teacher by 3rd October 1986. 100026

CHESHIRE EDUCATION COMMITTEE

Oulton Park C. School, Oulton Park, Cheshire. CW11 3JF

Wanted for January 1987

Nursery Teacher (Scale 3) - 1 post

PRIMARY HEADSHIPS
(continued)

NORTHAMPTONSHIRE

ST. NICHOLAS C.E. (CONTROLLED) SCHOOL, Kettering, N.N.14 3LQ
APPOINTMENT OF HEAD
TEACHER, Group 2

Required for January 1987 if possible, an able and enthusiastic teacher for the leadership of this outstanding village primary school.

Details and application forms (a.s.e.) available from the County Education Officer (Mrs. M. H. Northampton House, Northampton NN1 2JX. Closing date October 10th.

Northamptonshire welcomes applications regardless of marital status, age, race and disability. 110010

RICHMOND
UPON THAMES
LOCAL AUTHORITY

(An equal opportunity employer)

HEATHFIELD INFANT SCHOOL, Heathfield, Middlesex TW2 6EN

HEADTEACHER (GROUP 4) plus 2/3 Outer London Allowance

Applications are invited for the Headship of this Group 4 Infant school, following the retirement of the present Headteacher.

The school also has a Nursery Unit and Language (a.s.e.) from the Director of Education, Richmond, Middlesex, Twickenham, Middlesex TW2 6EN. Closing date: 10th October 1986. 110010

Forms and further details (a.s.e.) from the Director of Education, Richmond, Middlesex, Twickenham, Middlesex TW2 6EN. Closing date: 10th October 1986. 110010

SALFORD
CITY OF Salford
LIGHT OAK INFANT SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Head Teacher Group 4 GROSVENOR ROAD JUNIOR SCHOOL, Salford M6 4LQ

Deputy Headships
Second Masters/
Mistresses

AVON COUNTY

WINDSOR

WOODBOROUGH COUNTY

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

WINDSOR

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

CAMBRIDGESHIRE

HEREFORD
AND WORCESTER
COUNTY COUNCIL

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HEREFORD

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

HUMBERSIDE

H

PRIMARY EDUCATION

continued

CAMBRIDGESHIRE

(Equal Opportunity Employer)

HUNTINGDON AREA

Scale 1 Teacher to be responsible for language development throughout the school. Class responsibility will be within Junior area range.

Application forms and further details from the Headteacher, Closing date 10th October, 1986. (96468) 110020

CROYDON

THE LONDON BOROUGH OF CROYDON

BENSON J.M.I. SCHOOL, West Way, Shirley, Croydon CR0 8RQ

JUNIOR TEACHER WITH RESPONSIBILITY FOR MUSIC

Burnham Scale 2

Tenable: 1st January 1987

A suitably qualified teacher, initially for a third year class, and with curriculum responsibility for Music. Candidates should be willing and able to maintain a high level of interest in music, including a School Orchestra and extra-curricular activity.

For application forms and further details please contact the Head Teacher.

Closing date 10th October, 1986. (93256) 110020

CROYDON

THE LONDON BOROUGH OF CROYDON

FAIRCHILD'S PRIMARY SCHOOL

Fairchild Avenue, New Addington, Croydon, Surrey

Tel: Lodge Hill (6689)

Co-ordinator of mathematics

Scale 3

January 1987

Lively and enthusiastic teacher required for this newly formed primary school to lead and co-ordinate the teaching of mathematics throughout the primary age range.

Prospective candidates are welcome to view the school prior to application.

Application to Mrs V. Seddon, Headteacher, Closing date 10th October, 1986. (93255) 110020

CROYDON

THE LONDON BOROUGH OF CROYDON

BENSON J.M.I. SCHOOL, West Way, Shirley, Croydon CR0 8RQ

Tel: 01-777 1972

JUNIOR TEACHER AS CURRICULUM LEADER

Burnham Scale 3

Tenable: 1st January, 1987

A suitably qualified teacher, initially for a third year class, and with curriculum responsibility for mathematics throughout the primary age range.

For application forms and further details please contact the Head Teacher.

Closing date 10th October, 1986. (93257) 110020

DEVON

COUNTY COUNCIL

Please see display advertisement on page 55. (96688) 110020

DORSET

KINSON C.P. SCHOOL

School Lane, Kinson, Dorchester (Age range 5-11)

A suitably qualified teacher, initially for a third year class, and with curriculum responsibility for mathematics throughout the primary age range.

For application forms and further details please contact the Head Teacher.

Closing date 10th October, 1986. (93258) 110020

DORSET

COUNTY COUNCIL

Please see display advertisement on page 55. (96688) 110020

DUDLEY

METROPOLITAN BOROUGH

Equal Opportunity Employer

WHEN'S PRIMARY SCHOOL

Fallowfield Road, When's, Nantwich, Cheshire, West Mids. DY1 5NQ

TEACHER (Scale 2)

Required from January 1987 to work with early years class. The successful candidate will take a vocational class in first instance. Ability to contribute to Music in school area range.

Details/Application forms from and returnable to: Mrs M.A. Evans, Headteacher, 54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/

Winning back the British continued

more than 300 ski-lifts. Some of the highest skiing areas such as Schnalstal (3,212 metres) are also able to guarantee snow throughout the summer, even though the temperature can rise into the 70s (nature's equivalent of Baked Alaska).

Down on the plains, of course, it can be very much hotter, especially in Bozen, the provincial capital (which is probably better known as Bolzano). But the shrewd merchants of Bozen, like those in Merano and the remarkably well-preserved medieval town of Brixen, long ago built shady arcades (Lauben) outside their shops which make sightseeing and shopping tolerable even in mid-summer.

Tyrolean craftsmen supply the Bozen shops with high quality baskets, embroidered lace, terracotta statuettes, olive wood sculptures and leather goods. But, unfortunately, having filled my bags with the local wine and oranges from the town's excellent fruit and vegetable market (Obstmarkt) I could merely admire them.

The shopkeepers of Bozen, however, may yet see the colour of my life, for *Deo volente* I'll be returning to the South Tyrol next summer...

Information leaflets on holidays in the South Tyrol can be obtained from Erna Law Consultants, 9 Reece Mews, London SW7 3BE (tel. 01-884 7880) or from the South Tyrol Tourist Board, Hauptplatz 11, I-39100 Bozen (01039 471/26891).



ADVENTURE COURSES

EDUCATIONAL TOURS AND SKIING

In Britain, France, Belgium, Holland, Germany, Austria and Andorra.

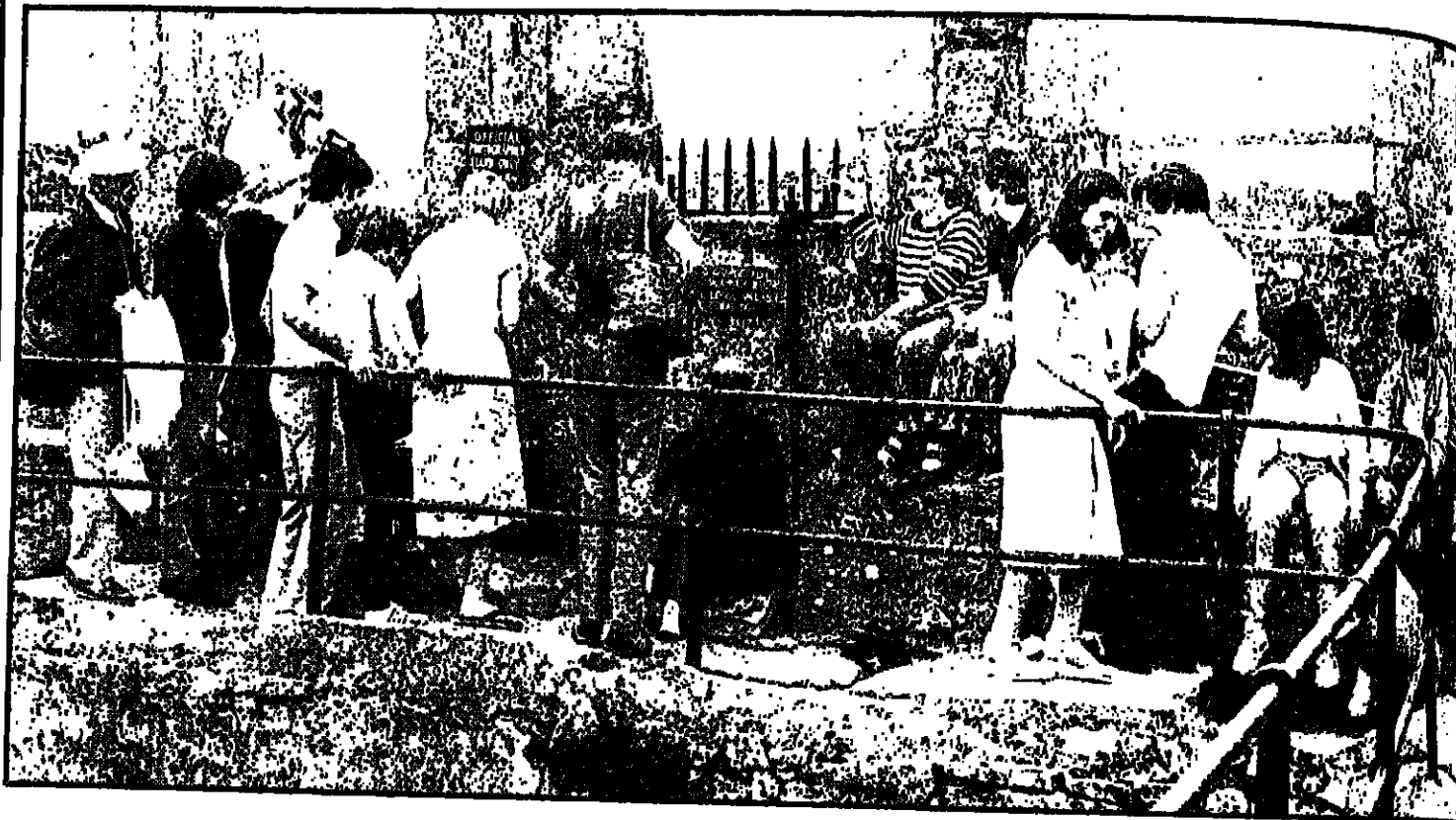
30th Anniversary Celebration OFFER

FREE Olympus 35mm CAMERA for every group booking a course or tour for 30 or more students.

For your brochures simply call 0989 64211 or clip the coupon.

Name _____
School _____
Address _____
Postcode _____ Tel _____
Send to: P.O. Box 150, Station Street, Ross-on-Wye, Herefordshire HR9 7AH

Ireland's south-west: the warmest of welcomes



Looking into the fuchsia

ANGELA HUMPHERY

What bombs? What bullets? asked Pat Green in amazement. Just 20, he has the face of an angel and a soft Irish brogue. An American had just enquired whether he was afraid of being shot at, living here in County Clare. Wearing black jeans and gum-boots he sat astride a big boy gelding, leading us half-a-dozen or so tourists along the lush green lanes around Ballyear near the one-hundred-and-one-horse-town of Newmarket-on-Fergus not far from Shannon Airport.

The troubles of the north are a distant nightmare to the locals of south-west Ireland and, indeed, to the tourists too. We had been touring this area for the past week and, apart from finding it to be the most peaceful place on earth, were given the very warmest of welcomes wherever we went. "You're truly welcome" was the universal greeting and on bidding us farewell they clasped our hands and

pleaded with us to tell the British to come back. "Of all tourists, we like them best!" we were told time and time again.

At the beginning of the week we had flown into Cork and, since there are no customs or immigration formalities, were in and out of this tiny airport in minutes having picked up our hire car. Like Venice, Cork is built on water with the River Lee flowing a winding course under and between its picturesque streets. It is one of the old ports of Europe, the second largest natural harbour in the world (Sydney being the largest) and is one of the ancient cities of Ireland. In fact, while we were there it was celebrating *Cork 800*, the 800th anniversary of the city's first charter from King Henry II of England.

Our first stop after leaving Cork was to Ireland's most visited monument.

We climbed the spiral stone staircase leading to the battlements of Blarney Castle and queued along with tourists from all over the world to kiss that famous slab of stone said to impart the gift of the gab. Far from bestowing it upon me, I was speechless with fright at having to lie down, lean backwards and grasp an iron railing from the parapet walk. I had great sympathy with an American child who cried bitterly "Why do I have to kiss a lousy stone?"

Still reeling from the heights of Blarney Castle, we drove south to Kinsale, scene of the sinking of the *Lusitania* and now the gourmet centre of Ireland.

From Kinsale we drove west along the coast through towns with quaint sounding names such as Courtmacsherry, Clonkilly, Rosscarbery, Leap and Skibbereen and then south to Castletownshend, an old world village whose single street pitches steeply down to the sea and which has two huge sycamore trees in the middle of it. It is here that Edith Somerville lived, co-author with Violet Martin of *Some Experiences of an Irish R.M.* They are both buried, side by side, in the graveyard of the beautiful little church of St Baranane which stands on a slope above the village street.

Having climbed up the 52 steps to the church ("One for each Sunday in the year!" said Mrs Salter Townshend who runs the Castle as a guesthouse) and then down again, it was time for a pub lunch in Mary Ann's Bar where we sat in the garden eating fresh local prawns, the size of small lobsters.

We skirted the eastern corner of Dantry Bay, stopping in Clengarruff to take a ten-minute boat-trip out to Glanish Island. As we sat on the deck of "The Harbour Queen" two seals popped up their heads to look at us. In 1910 John Allan Bryce acquired the barren island on which he built the British Government and commissioned the architect, Harold Peto, to transform it into an elaborate Italianate garden with classical pavilions and hundreds of unusual species from all over the world which flourish in this balmy climate.

The whole countryside here is bright and beautiful with emerald green hillsides and fields full of flowers from bluebells to primroses and wild orchids. The hedgerows make a brilliant splash of colour with vivid yellow gorse and flaming fuchsia blooming in profusion. Fuchsia was first introduced into the frost-free south-west a hundred years ago and has now run wild as has the rhododendron, which has become a problem since it will not have anything else to grow.

The roads are virtually traffic free and the pace of life in this beautiful backwater can only be described as

slow. You wouldn't believe anybody had a care in the world. Perhaps it has something to do with one-thousand-and-one "Select" which line every street. There's O'gan's, there's Nolan's, there's O'Sullivan's, and there's Finnegan's O'Flaherty's.

After a couple of nights' hunting what is reputed to be Ireland's finest watering-hole, The Park Hotel, we made our way north to Killarney, some 20 miles away, driving up through a pass called Moll's Gap where we could see no rounded by the ice-age. Killarney is always packed with cyclists, hikers, tour buses and blue-eyed American widows tucked up in tartan rups in jaunty cars.

Having had two nights of hunting and breakfast at a famous inn called The Angler's Rest at Fane, half-way between Killarney and Tralee, and within easy reach of a Dingle Peninsula, "Ryan's Daughter" country, Mr O'Sullivan's home-baked bread with molasses was, indeed, a taste of Ireland.

From Limerick we took a trip into the Burren, a lunar landscape of grey rocks in the crevices of which grow flowers found only in the Austrian Alps. Of this botanical phenomenon Oliver Cromwell said: "There is not water enough to drink, man, trees enough to hang him, earth enough to bury him!"

With more than 300 caves in the Burren it is a great area for caver and potholers. It was to Aillwee Cave the cave descended, a single tunnel burrowing a kilometre into the heart of Aillwee Hill, where we gazed at stalactites in the shape of great ears and a beautiful grotto a stalactite column which had joined together forming a column linking floor to roof. From the award-winning Visitor Centre, built into the hillside, there is a spectacular panoramic view and we actually saw the sun go down in Galway Bay!

Next day we took a look at Blarney Castle (where they have medieval banquets) and Folk Park which has a complete reconstruction of a 19th-century village street, including shops, general stores and a post office. We watched basket making, candle making and, best of all, butter because we got to taste the hot buttered bread.

Before heading for Shannon Airport we drove out to the Cliffs of Moher which extend for a distance of five miles from Hag's Head to O'Brien's Tower and stand over what could be a more spectacular finale to our journey around Ireland's south-west.

For further information contact the Tourism Board, 150-151 Newmarket Street, London W1P 0AQ, Tel. 01-439 2001.

Horseriding in the Sinai Desert

Almost like Lawrence

MIKE DURHAM

It's not every day that you get the chance to gallop off into the desert on a white stallion, Valentino style, with the sand flying beneath the horse's hooves, the sun on your back and head-dress streaming in the wind. Lawrence of Arabia, of course, did it all the time. But that was in an age before package holidays and jets.

Today, surprisingly, you can do much the same thing in the same place — well, similar in so far as you get the desert and the horse. What you do with them is your affair. The Arava Riders is a stables tucked away in an old corner of the Middle East, on an Israeli kibbutz just inland from the Red Sea and a stone's throw from Jordan, where there is plenty of wilderness and sand comes cheap.

All of which explains why I was on horseback in the middle of the Sinai Desert, and if we didn't actually gallop into the sunset we certainly reached a fast plod. Nothing could wipe out the visions of Lawrence, though it is true that a riding hat somehow lacks the glamour of a chequered scarf floating in the breeze. Never mind, I was six feet up, and I was there.

The Arava Riders must have one of the weirdest locations in the world. When they say the earth moves beneath your feet, they mean it. The grey mountains on one horizon are Asia, while the pink ones on the other are attached to Africa, and the two are moving slowly but measurably apart. Keturah Kibbutz, where the stables are, straddles this Continental Divide with some style.

The political geography is even more bizarre. The Arava Desert, home of the Riders, is a narrow corridor of Israeli territory which stretches southwards towards the Red Sea and Eilat, the winter sun resort, 20 miles away. Jordan is only a mile or two off across fields to the east. On the other side of a broad valley the pink desert marches off into Egypt, Cairo and the Sahara.

So Keturah Kibbutz stands in the middle of a hot and dusty crossroads, and although it is surrounded by a patchwork of irrigated fields, it really is in serious desert. As we approached from Eilat airport along an empty, arid road through panoramic scenery, our guide pointed out a nature reserve surrounded by wire fencing, stocked with ostriches, antelopes and desert foxes.

"That's nothing, of course, to the wolves," he said. "Not to mention the leopards. We don't let them around. We keep them out of the Kibbutz, otherwise they eat the cattle."

It was with a frisson of excitement that we arrived at the Kibbutz, to find it reassuringly surrounded by six lines of rolled barbed wire fencing and an eight-foot gate. It reeked of the frontier spirit. Outside were wilderness, danger and excitement. Inside were civilization, tractors, Israeli folk songs, piles of fresh melons — and horses.

It is also reassuring to know that the Israelis deploy every weapon of modern technology against the aggressor. We were met by a marvel of a man with a sound with a radio-telephone. To one ear and a walkie-talkie to the other, apparently keeping in permanent contact with those humans rash enough to be at large on foot or horseback in the desert outside.

"Hello," he said cheerfully, and adjusted a pair of tinted John Lennon spectacles. "My name's Andrew and I come from north London. Come and meet the horses." He was wearing a bright red Arava Riders' tee-shirt which said something incomprehensible in Hebrew, with a picture of a chap on a horse who might just have been Lawrence of Arabia on a bad day.

He led us past the melon packing station, the day nursery and the communal dining hall to stables where a tall, Nordic, Jewish equestrian-looking girl was waiting with five or six frisky beasts and a faintly mischievous grin. "Have you ever been on a horse



before?" she asked with the air of a schoolmistress about to administer punishment.

They gave me an old grey mare called Granite and fortunately the name was most apt. She was solid, reliable, and slow. In fact there were many when she didn't move at all. I looked Granite fiercely in the eye to show who was boss, and concluded that being on horseback in the desert was not going to hold too many terrors.

For experienced riders, the Arava Desert is full of mysteries, fascination, and excitement. To travel on horseback is the only way to penetrate the hidden valleys, rocky outcrops, sandy wastes and remote communities which lurk far off the modern metalled road. The Arava Riders will guide you, like insignificant blobs in the landscape, through this vast wilderness to some of the unseen and exploited secret places, which might have been familiar spots to generations of nomadic tribesmen, but which hardly figure on the modern tourist map.

It is a day's ride, for example, from Keturah past the wildlife reserve into the remote desert, through salt flats to early Palestinian archaeological sites, where ancient fortifications and rock paintings lie abandoned under a baking sun. A similar day's outing will reach the remains of an Egyptian temple in the Timna Valley, even further into the Sinai Desert.

At any time of day or night the desert is stunningly beautiful, a changing panorama of shapes, horizons and colours. At dawn every stone for miles around seems to be picked out in a

pink glow. At noon the sun beats down from an immense blue sky and at evening there are cool shadows across strangely carved landscapes. It is never less than grand, sometimes awesome.

Canyons and natural rock formations — like King Solomon's Pillars, outlandish rock sculptures in the Timna Valley, or the canyons of the Oved Valley — add to the experience. Solomon, incidentally, is a popular figure in these parts; King Solomon's Mines are deep shafts where copper has been dug out of the ground for thousands of years.

The best way to sample this splendid natural feast is on one of the Arava Riders' five-night treks, spending nights under canvas in the desert, eating by the camp fire and sleeping under the stars. All the treks are accompanied by experienced guides. But this is, after all, Lawrence of Arabia country and you do need to be an experienced rider.

A day's or half-day's beginners ride is always possible, on a day out from Eilat. And unlike poor Lawrence, modern desert explorers can rely on a luxury beach hotel to rest up in afterwards. Most package holidays include several nights at the five star King Solomon Palace Hotel in Eilat. Lawrence would have blanched under his turban at the very idea.

Desert Horseriding with the Arava Riders of Kibbutz Keturah: five-night trek, for experienced riders only. With nine nights at Keturah Hotel, from £428. Available through Speedling, 112 John Prince Street, W1P 9JL. Tel. 01-439 8968.

OUT NOW!

For all your school travel needs in 1987

SCHOOLPLAN
SCHOOLDAYS
MAKE TRACKS

Three of the liveliest names in Educational Travel have combined to bring you the most exciting range of School Tours for years.



Fantastic value for a large range of Educational Tours plus the biggest flight programme available.

More departures, from more UK Airports, to more destinations than anybody else.

ABSOLUTELY NO SURCHARGES - GUARANTEED



Make Tracks

Schooldays from Global

The usual Schooldays quality and lots of ideas for 1987 including Rail Tours, UK Cities, Hamburg, Berlin, Munich and La Rochelle.

MAXIMUM SURCHARGE ONLY £5

For your peace of mind:

all three companies are part of ILG (International Leisure Group plc), one of the largest leisure concerns in Europe, carrying 1.8 million holiday makers every year with several of the best known companies in the UK.

our massive buying power and travel expertise helps us to bring vast resources into play so that we can offer you school unbeatable security, value and back-up.

you will be travelling with one of the most experienced and professional school travel companies around with a particular pride in personal, caring service.

BROCHURE HOTLINE 0293 617686

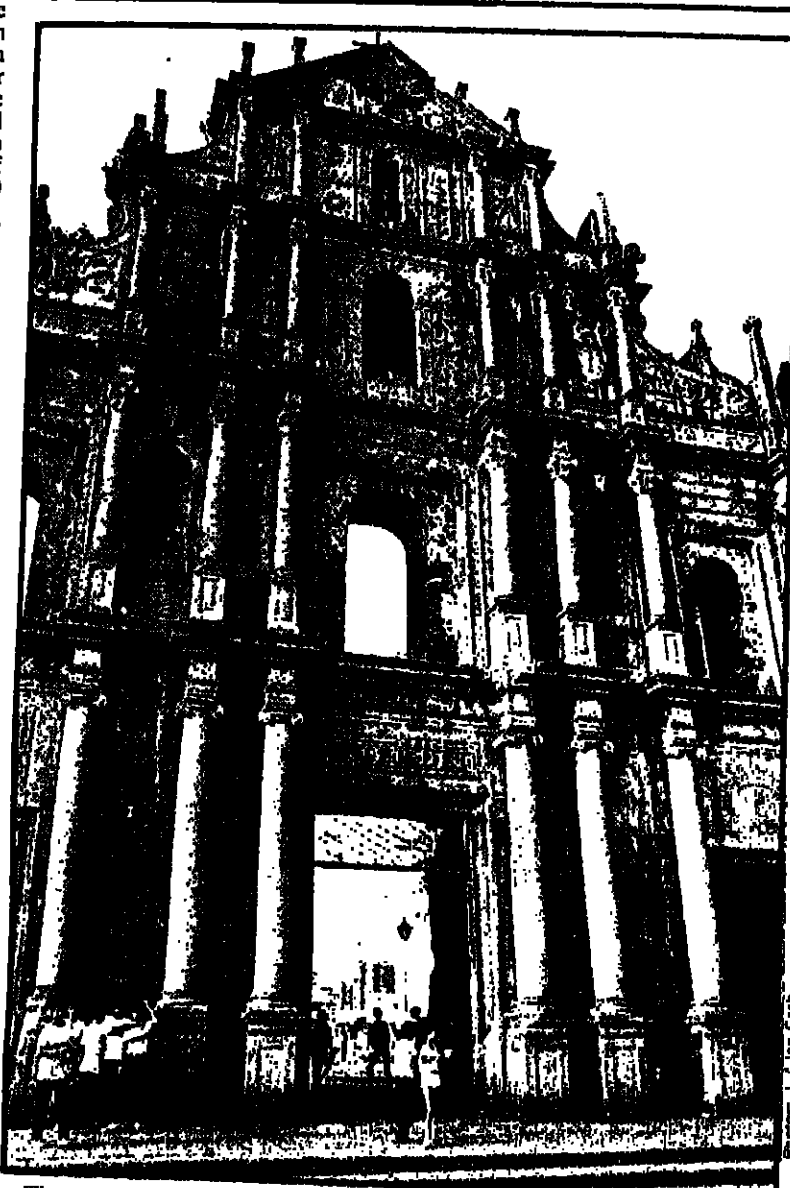
SCHOOLPLAN, SCHOOLDAYS, MAKE TRACKS
Europa House, East Park, Crawley, W. Sussex RH10 6AS
Passport/visa complete and send the coupon below for our brochures

Name _____
Address _____
Post Code _____
Tel No. (Daytime) _____ (Evening) _____

Macau: a patch of old Portugal

Curious perspectives

BRADLEY WINTERTON



The ruins of St Paul's Basilica one of Macau's best known landmarks

Few listen when you urge them to go to Macau. They flock to Hong Kong and then complain about the high prices of the hotels and the crowds. Yet only an hour away by high-speed "jet-foil" - a hydrofoil that rises up out of the water and jets itself along - lies this little transplanted patch of old Portugal which has somehow managed to keep itself distinct from the vast mass of China behind it for now well over 400 years.

You can go there just for the day, of course, but you'd be very foolish to prejudice in that way the effect the place will have on you. Hong Kong may be a tonic and a marvel to behold, but Macau is simply a dream.

Just to feel how strange Macau is, knock hard at the gate next to São Domingos church and with luck someone will let you in. It's a gem of pink and white elegance half way round the world from its cultural roots. Or try the lovely garden of the Protestant chapel... or the Camões Museum in the house once the headquarters of the British East India Company; or the Chinese temples (there are few indeed now in Hong Kong); or the old Guia lighthouse, still fired by paraffin and the first there ever was on the South China coast. Macau is hilly and, being so small too, allows for all sorts of curious perspectives - from the two hill forts, for instance, or across the astonishingly old-world harbour to the blocks of flats of China on the far bank of the river, and the graceful green mountain behind.

Macau is so quaint and evocative that it would be a natural holiday destination even if it didn't consciously set out to be one (which these days, albeit rather casually, it does). It's true that some of it is rather shabby - though that's more than half the charm - but much else is very elegant indeed. More to the point, it's welcoming, congenial and, above all, different. Take the crumbling Bella Vista, for instance.

Breakfasting at the Bella Vista is rather like eating at some Roman villa after the imperial race has departed, leaving no forwarding address. The aged Chinese waiter shuffles across to your table (overlooking what could well be the Bay of Naples) and takes your order for the Set Breakfast - porridge, bacon and eggs, toast and marmalade, orange or papaya juice, coffee. The ceiling fans turn desultorily, moved now only by the limp wind. In the foyer the porters cluster on the faded red carpet and whisper beside the Portuguese room-rates in mock-petulant Cantonese. If heaven is not general bliss but particularized pleasure, this is heaven simply because it could be nowhere else on earth.

So - it's a sunny Sunday morning and, breakfast over, you walk down to the central square overlooked by the post office. You buy, perhaps, some lychees and a couple of cans of chrysanthemum tea and, as the crowd spills out from mass on to the already hot cathedral steps, you make your way down to the Lisboa Hotel outside which you catch the battered bus (21A) for Coloane Island and Hac Sa Bay.

Everyone crowds on - island residents going back from their Sunday

morning shopping. Hong Kong tourists over for the weekend (instantly recognizable because everything they wear and carry appears to be new) and the occasional down-at-heel Westerner, hot and dusty and just back from China.

At the terminus, a mere 15 minutes and 20p away, you are greeted with the smell of olive oil and Sunday lunch (or is it sun-tan lotion?). The beach is busy but large, the facilities minimal but more than sufficient. Hac Sa means "black sand" and so it is. A white-sailed junk from China appears resplendently around the headland. And at the far left-hand end of the beach (but take care - swimming there is unsupervised) there is no one at all.

Macau really does add charm to convenience, and cheapness to them both. What if the humidity does get a bit heavy in summer (and you get uncontrollably short-tempered with it)? What if there is the occasional typhoon (typhoons are fun, if wet, and are always followed by a period of the most beautiful weather imaginable)?

This is Macau, with a racial mix that is both harmonious and unique, as is its mixture of gambling, cheap port and a harbour with a longer history of European activity than anywhere else in the East.

Gambling is the economic heart of Macau and, like the heart, it never stops. (When, one wonders, do they vacuum the casino carpets and polish the mahogany?) People bet on everything in Macau - they begin the moment the ferries leave Hong Kong's territorial waters. They bet on greyhounds, trotting races, little balls blown from plastic tubes, buttons, as well as the more conventional cards and dice. Without all this the place would undoubtedly have sunk without trace long ago. A rearranging of the finances of the casinos in the 1970's was to allow a greater share of the profits for the municipal government made possible the surfacing of the roads on the two offshore islands for the first time in history. The Peking authorities will have to be wary indeed if they consider refusing to allow this life-

blood to flow through the veins when eventual incorporation into People's Republic finally comes. And Macau's colonial history is even very long. The Portuguese set here in the early 16th century and established themselves as the carriers for the entire trade between Europe and the Celestial Empire. They bought silver from Japan, spices from Indonesia, and silk, tea and ceramics from China and sold them in a triangular trade to immense advantage (profits of 100 per cent were considered only adequate). By the early 17th century visitors were describing Macau as the richest place on earth, as it may well have been, though Venice and Amsterdam must have been close.

The boats that ran up the Pearl River to Canton from Macau's later Harbour were among the most closely guarded and heavily armed anywhere in the East. The city's history some times reads like a list of bombastments, sea-battles, beheadings of prisoners in honour of John the Baptist, and the Deeds of gory thuggery. The tiny streets must have been filled to overflowing with drunken revelers, not excluding bands of slaves used in instruction to do battle with those of opposing party or great house. And, because there has been no space for expansion, Macau is still what it always was, a small Renaissance city - and despite the taxis (40p almost anywhere, incidentally), the buses and the lorries of drum-beating, symbol-chasing Chinese festival celebrations.

Macau is nothing like as fast as Hong Kong, but it does have a splendidly luxurious - the Oriental, for example, formal yet somehow the best world in international class (and a couple of hundred yards from the jet-foil terminus); the Sinta, comfortable and cheaper and slightly less "knowing"; and the incomparable Lisboa, grandiose and ornate in a style one could find elsewhere other than the mind of Salvador Dali. All three are wonderful parts of call and will offer you a discount of up to 40 per cent outside weekends and holidays.

No visit to Hong Kong even begins to be complete without the side-trip Macau. The Chinese police may say your bus to look for illegal immigrants from China, and dress in beige uniforms and dark glasses like their Mediterranean counterparts, but there's no affectation or malice anywhere - or so it seems - and indeed there's a special ingenueness that seems to be the place's distinctive and, unfortunately, increasingly exclusive half-mark.

Macau is a place to dream of and to dream in. You can visit China from there, for the day or for three months, and it will cost you very little. People say the East is too far, and so too expensive. But teachers are in a privileged position, in this at least. Go for the whole summer and thereby go a long way towards making up for the air-fare with the lower cost of living. But base yourself in Macau - leave your bags at the hotel and drive through China light. Do it - it's a great game and, as the Mucanese might say, with prizes well worth the winning.

Travel books and guides

On home ground

FRANCIS KELLAWAY

Pitt the Elder and Nelson. Both guides are well illustrated with photographs and plans, and include bibliography, glossary and a well-compiled index. Moving to counties of the northern fringe of London, we have *Shell guides to Hertfordshire* by R. M. Healey and *Buckinghamshire* by B. Watkin (Faber & Faber, each £4.95). They contain descriptive chapters, lavish illustrations and a gazetteer. Introductory essays explain the landscape, and the economic and demographic development of the region.

Garden cities, motorways, and new towns have dramatically changed the face of Hertfordshire during this century. While Bucks has not been depopulated to the same degree (though there are the concrete cows at Milton Keynes to be deplored) it is a commuter magnet so that the rash of post-war building and the upsurge of population are disastrous enough. Even so, much of great charm remains.

Tourists in Hertfordshire will find a *Street Atlas* (George Philip, £7.95) published in association with the Ordnance Survey, invaluable. The whole of the county is shown in two-colour maps on a scale of 3½ inches to the mile. Every lane is shown, every road in every built-up area is named. This is the most serviceable tool with which to orient oneself that is yet available.

Better maps would have been welcomed in *Walking the Cotswold Way* (David & Charles, £9.95) by June Lewis, and *Walking the Uffington Waterways* (David & Charles, £5.95) by Eric Hemery. The little sketches provided do not do justice to the lively, trustworthy navigation of routes across two outstanding tracts of country.

The hundred miles from Chipping Campden to Bath, through places such as Broadway, Winchcombe, Birdlip

and Painswick cannot fail to entrance. In the company of one who understands the spirit of Cotswold, and is in sympathy with the customs and way of life of the district (June Lewis is a native and a resident), the journey is even more fulfilling.

Mr Hemery, too, writes of the locality where he lived for many years. His review of the leats and gutters (Devonshire word for any sort of water channel) recalls the work of Francis Drake, mine workings and industrial transport.

There are more peregrinations in another book by Eric Hemery, posthumously issued, *Walking Dartmoor's Ancient Tracks* (Hale, £12.95). He researched 16 trans-moorland and 12 inter-moorland tracks and his accounts, while paying due respect to William Crossing, are revelatory and inspiring. Route-pickers must be conditioned by geography (terrain and climate) and Mr Hemery explains the results in graphic style.

Another famed piece of moorland features largely in John Hillyard's *Yorkshire* (Constable, £12.95) where the perspectives of a great descriptive writer are matched by the photographs of Michael Stead. Personal reminiscences, folklore, and local observances are mingled with portraiture of markets and churches, rivers and coasts, limestone escarpments and exposed moors. It is all quite delightful, text and pictures alike.

It is a corresponding combination that puts Bath (Pevensy Press, £3.95), by P. Newman, and Chester (Pevensy Press, £3.95), by M. Sugden into the top echelon of souvenir guides. In each the superlative photography is once

again by Ernest Frankl, and there are exemplary street plans. Virtually nothing of note is overlooked. Scarcely chosen itineraries, in words and pictures, with ample historical and architectural references, can be followed up through a handy bibliography.

If a palm is to be awarded for topographical "book of the year" it could well go to the Pevensy Press. They would, however, be run very close by Robert Hale, whose extensive lists are always engagingly reliable. This year, *A Picture of Hampshire* (£10.95) by J. L. Baker, and *A Prospect of Cornwall* (£10.95) by D. R. Bave, deal with distinctive counties crammed with honey-pot magnets for tourist swarms, but also with plenty of less-frequented but equally desirable spots.

Mr Baker bravely attempts the impossible task of representing one of our largest counties in a single volume. It contains the New Forest, ports and coastal resorts, major emporiums, famous rivers, a beautiful hinterland and, alas, in the north the expanded and deteriorated towns of Basingstoke and Andover. Over 100 exquisite line drawings by the author accompany his smooth text.

The independence of the genuine Cornishman is well captured by Mr Rawe, who distinguishes between "visitor's Cornwall" and the more solid life and customs that prevail elsewhere. Paul Newman, in *Somerset Villages* (Hale, £10.95), also moves away from the candy-floss and amusement arcades to evoke the more honest atmosphere of Exmoor, the Brendon and Mendip hills, and the lower valleys and Sedgemoor. All these contain villages with a rich history and an abundance of captivating buildings.

Another portrait, of *Wiltshire* (Hale, £12.95), by Pamela Street, now

appears in an illustrated and enlarged edition, to record some of the more recent changes and to revive memories of what has been lost.

Ian Skidmore, too, in *Gwynedd* (£12.95) mingles past and present in an early contribution to the New County Series from Robert Hale. He is strong on legend and (of course) music. Anglesey, where he lives, is prominent, and he points out that most of Snowdonia is in Gwynedd, "which would be bigger if it were flatter".

The *Waterfalls of Wales* (Hale, £14.95) by J. L. Jones has a foreword by Wynford Vaughan-Thomas. In typical fashion, he writes that the author has "charted every important cascade in the Principality" while "the soothing consoling sound of cool water tumbling over stone comes to you as you turn these fascinating pages".

Lastly, we move across a northern border to learn of the work of the National Trust in Scotland. Held in Trust (Mainstream, £12.95), by Iain Crawford, relates the variety of properties in the keeping of the Trust. An index, new sadly lacking, is an essential requirement for any future edition, while yet more, better, maps would be acceptable. But the chronicle of preservation of lands and buildings is well done.

So to move from a start in one capital city to a final paragraph about another, consider Edinburgh, a *Travelers' Companion* (Constable, £6.95), an anthology selected by David Darches. The character and ambience of the domain, changing through the centuries, are shown in writing from the past which mark the contrast with conditions and life today.

There are famous castles and cottages, (Culzean and Craigievar, Culbuden and Carlyle's birthplace are representative), wild areas such as Glen Coe, mountains and islands (among them Ben Lomond, St Kilda and Iona) and scores of minor sites (Bosch dovecot near Inverness, and the Hermitage folly near Perth are two of them), each meritorious and worthy of the protection afforded by the Trust. All these attributes of heritage (land, buildings and contents) are interpreted and pictured here.

THE 1987 SCHOOL TOURS PROGRAMME IS HERE

★ MORE INFORMATIVE BROCHURE FEATURING

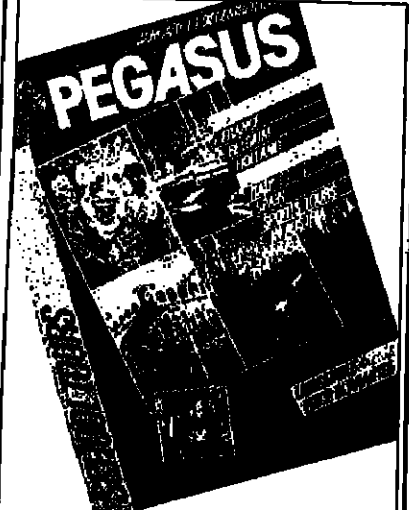
- ★ Tours to ten countries
- ★ Cruises to the Eastern Mediterranean
- ★ Sports and Multi-Activity programme
- ★ Re-introduction of Santa Ponsa and Palma Nova
- ★ More choice of Channel Crossings - no supplements for Weymouth-Cherbourg
- ★ Single centre Air Tours to Jesolo and Majorca - coach to airport included - also Manchester flights for Jesolo - Full Board
- ★ Most inclusive prices available



★ EDUCATIONAL STUDY TOURS BROCHURE - an unequalled Educational Programme

- ★ Exciting NEW Study Courses geared to the GCSE requirements
- ★ Courses for students following CPVE/TVEI programmes
- ★ Geography and Environmental Field Study Courses
- ★ Young Reporter and HiFi Language Courses in France, Germany and Austria
- ★ French/Austrian/Italian Cookery Courses
- ★ Art and Cultural Studies visits to Venice

For further information contact Hourmont School Tours, Brunel House, Newfoundland Road, Bristol BS2 9LU. Tel: Bristol (0272) 426398



OUR NEW EXCITING 1987 PROGRAMME FOR SCHOOLS OUT NOW

9 Wonderful European Cities
Popular tours to France, Germany, Spain, Holland, Belgium, Austria, with many new features and new resorts including sports tours to Austria and France.

Historic tours to Italy including the very popular two centre tours in Rome, Venice and Florence.

For an early copy of Pegasus Student Travel 1987 programme call 01-244 7395 or just fill in the reply paid coupon below

Please send me your full colour brochure today No stamp needed.

Name _____
School and address _____

PEGASUS Student Travel
Pegasus Holidays Freeport
London SW5 0BR TBS
Pegasus Student Travel is a division of Pegasus Holidays Limited a member of the ABTA and holder of the Civil Aviation ATOL 327

GET OFF THE BEATEN TRACK



explore AFRICA, ASIA and SOUTH AMERICA on one of our exciting TREKS, SAFARIS or EXPEDITIONS
From 7 days to 28 weeks at guaranteed prices you can afford.
Only for the 18-40's.

ENCOUNTER OVERLAND

267 Old Brompton Road
London SW5 9JA
Tel: 01-370 6845

CADARN TRAIL RIDING FARM
Riding and Pony Training courses in Brecon
Brecon National Park
TRAIL RIDING SPECIALITY
Recommendation for up to 50 persons, suitable for all ages and abilities. A variety of rides, from short rides to full day rides, are available. A 100 acre of woodland, with a variety of trees and plants, and a large open area for riding. The farm is situated in a beautiful area of the Brecon National Park, with views of the Brecon Beacons and the Brecon River. The farm is open from 10.00 am to 5.00 pm, and is closed on Sundays and public holidays. For more information, contact Cadarn Trail Riding Farm, Brecon, Powys, SA1 1AA. Tel: 01874 251111.

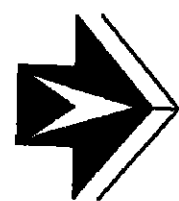
GOOD MORNING AMERICA!

*UK/US School Exchange Scheme
 *Teacher travels free with party of 10 pupils
 *4 weeks in USA
 *Develop long lasting partnership with US school
 *All travel and administration provided
 *Full insurance cover
 *Also similar exchange programme with Jamaica
 *Further information from:

Michael Barber
 Council on International Educational Exchange (CIEE)
 Seymour Mews House
 Seymour Mews
 London W1H 9PE
 01-635 5584

EXCHANGE VISITS TO USA AND JAMAICA

CIEE is a registered charity in the UK

LEARNING & LEISURE ACTIVITIES
IN EUROPE and now SCANDINAVIA

- Fully inclusive tours for school groups
- Competitive Prices
- European Rail Travel
- Coaching & shipping quotations
- Travel arrangements for school exchanges
- Travel Insurance
- Day visits to France
- Extended visits to Pas de Calais region

0296612673



LET'S TRAVEL LTD

Travel House, 19 Dorchester Close,
 Stoke Mandeville, Bucks. HP22 5YR.

ACORN VENTURE

Hauteville-sur-mer
 Anduze
 France

FRANCE for SCHOOL GROUPS

Our 1987 brochure will convince you!

For a brochure: Tel. (0562) 882151. Acorn Venture
 32 Woodland Ave., West Hagley, Stourbridge DY8 2XQ

MALDIVES WITH THE EXPERTS

Whether you prefer to laze in the sun, sail, windsurf, snorkel or dive, or even cruise the islands - you will find that we know more about the Maldives than any other Operator. So, we offer the widest choice of resorts and cruise boats, and at superb prices starting at £599 for 10 days. For a brochure that will tempt you further, phone, write or visit:

Indian Ocean Hideaways
 55a Rathbone Place - London W1P 1AB - 01-631 4114 (Telex 291660)

EDUCATIONAL VISITS

Come with us to
THE ISLE OF WIGHT

Educational field study visits based in private hotels. Realistic prices. Teacher early planning visit. Free video loan. One free teacher place for every 8 pupils

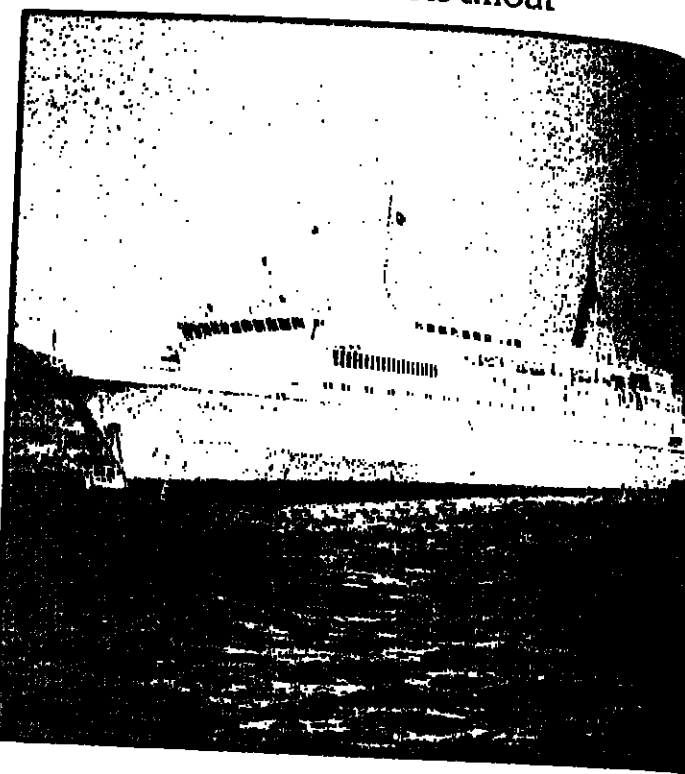
Write or phone for 1986/87 brochure to:

ACTIVITY ISLAND
 Venture House, 100 Park Lane,
 Castle Donington, Derby DE7 2JG.
 Tel: (0332) 811400

ROBINSONS
HIRE CRUISES LTDFULL BOARD
CANAL

NARROWBOAT HOLIDAYS
 FROM £76 PER PERSON. TEACHERS FREE OF CHARGE
 SCHOOL STUDENTS AND YOUTH GROUPS
 including day trips to some of the highlights of
 Victorian Grandeur

Schools afloat

Carry on
cruising

PETER HORSLEY

Although youngsters inevitably complain about food on holidays, few grumbles were made during this cruise. Pupils' meals were organized on a self-service basis and the queues were well monitored. Stewards assisted pupils in seating, settling and clearing which made for a more civilized dining period and pupils' behaviour was much improved as a result. Party leaders were able to eat meals with pupils if they wished and the food was frequently the same for both.

On the whole, the food offered on board was well prepared; hungry youngsters often had the chance of second helpings. Party leaders were fed separately and the efficient service of the Greek stewards was frequently remarked upon. On our last evening aboard the Castalia, we were treated to a grand buffet dinner which would have delighted a QE2 gourmet! The variety and amount of food offered to us ensured a balanced diet and appetizing meals for all. Packed lunches, provided on full-day excursions, generally bore the brunt of pupils' complaints. Those not eaten were put to good use by offering them to interested and hungry youngsters in Cairo and Giza, making for interesting diary comments and discussion.

While at sea pupils were given lessons, study, lecture and games periods. Each group was allocated a

classroom and study area with hot boards provided. Such periods were supervised by the party leaders as formed an important contact in the large disco common room, we given by David Burgess and Dick Baskett (Director of Studies) who dynamic approach enthused us. These lectures were of a high standard, superbly presented and clearly informative of the "dos" and "don'ts" when ashore. Games periods were well organized and the of sought to involve pupils in a fact but firm manner. A whole range of sports activities were provided in a sports hall area, including football, badminton, cricket, netball and hockey. Table tennis was included in the garden deck and supervised swimming took place in the ship's pool.

Evening entertainment and activities for pupils were so frequent as well organized that sometimes party leaders were forced to decide between taking part in an inter-school quiz and playing in the next round of the basketball tournament. It is clearly in the interests of lively adolescents to have a variety of events rather than none at all. The discus was, of course, extremely popular and just as the pupils liked it: hot, loud, crowded and with plenty of special effects. The young Schools Abroad staff coped admirably, were well liked by the pupils and respected by the party leaders for their hard work and enthusiasm. These organized evening activities also provided something space for party leaders to prepare for the much appreciated social parties. Greek evening and dances.

The standard of tours and excursions was at least as high as encountered on previous cruises. Most cruises were generally modern, efficiently air-conditioned and thoroughly comfortable. For long drives like the one from Alexandria down the Nile delta to Giza and the Pyramids, we were also pleased to encounter friendly Egyptian drivers. The guides who accompanied us on our tour were friendly, informative, patient and fluent in English; the Turkish guides in particular were far better than those assigned to us on previous excursions.

Success of the cruise is, as most reflected in pupils' work and diaries. They knew, as one pupil wrote, that "although it cost a lot of money, it was an unforgettable experience and worth every penny". Such feelings were rapidly communicated throughout the school upon our return and we now have an even larger party of 54 cruising next year on the Castalia. For value for money this "voyage of discovery" is second to none in my experience. I, Bitterne Park, sincerely hope that educational cruising will continue long into the future.

Creating a good impression

Monet at the Marmotton

DAVID NORRIS

I am willing to bet my last three centimes that visitors to the Louvre Museum are in their first few days of holiday, that those visiting museums in the outer fringes of Paris are in the middle of a holiday and that those at Versailles are at the end. The concentric rings theory of touring capital cities is not, however, always best. It sometimes pays to start at the outside and work your way in, especially if you are interested in the French impressionists and their paintings.

Giverny - 70 kilometres west of Paris - was the home of quintessential impressionist Claude Monet during the last 43 years of his life. Now a museum, his house is not the archetypal artist's garret - more a modest six-up-and-four-down not counting the barn of a studio.

The gardens, replanted in much the same way as they were in Monet's day, are by their sheer colour enough to make artists of us all. One is tempted to say water colour, for on the other side of the road the second stage of the artist's garden, formed by the tributary of the Epte, is where he first constructed his lily pond and Chinese bridges, framed with weeping willows and wisteria.

The house, not to be outdone in colour with its crushed pink stone and green shutters, gives a second clue to the appreciation of impressionist painting. On the walls are numerous Japanese prints of Hokusai, Kunisada and Hiroshige, emphasizing the quality of contemplation so beloved of the impressionists. Add colour and Monet's mature form of impressionism comes alive.

The Marmotton Museum has been called the best kept secret in Paris. It is seldom crowded, even at the height of

summer. From the outside it looks like all the other town houses in the peaceful residential quarter of Passy. What makes it remarkable is that underneath the house a modern subterranean gallery houses 165 of Monet's paintings, 65 of which were donated by his son in 1932. In the calm of this intelligently and thoughtfully presented gallery are canvases of waterlilies and trees, painted in series to expose a range of interpretations. A view changes with time, light, the season - and most important, through the eye of the beholder. Seen "in-the-round", so to speak, paintings can be more fully appreciated.

The gallery also housed some of Monet's earlier works - including the one entitled "Impression - Sunrise" which gave its name to the movement. Sadly, art thieves liked them too. Also at this museum are some paintings by Renoir, Sisley and Pissarro. Comparisons in the case of the impressionists don't work. They were a group of painters thrown together more by adversity than a tangible movement, bonded together by a feeling for the mood of realism of the time. Ordinary people doing ordinary things were worth painting, and, of course, their other obsession was colour, the science of colour and the sheer pleasure of exploring the make-up of colour.

In this respect the Jeu De Paume Museum is a revelation. It was in 1947 that the French national collection of impressionist paintings was transferred from the Louvre to this annex. It is tempting to say that there has never been a day since when it has not been

packed. And why not? The sentiments of the impressionists are in accord with present cultural patterns. One has only to look at dress and fashion today to appreciate the awareness of colour. And the topics chosen by these artists are in tune with our philosophy on leisure. We can all appreciate the lighting at the theatre as Toulouse-Lautrec saw it, or a trip to the race course as depicted by Degas in his "Days at the Races". Seurat recalls "lazy days by the river and Cézanne country scenes at Aix-en-Provence; there are the Parisienne boulevards of Pissarro, and the Moulin Rouge of Manet.

Some say that the impressionists are overrated. People can judge for themselves, but after visiting Giverny and the Musée Marmotton they can also judge Claude Monet's contribution to the movement, because no one has ever said that he was anything other than a great painter.

Giverny
 Museum open daily 10-12 and 2-6pm
 April 1-October 31.
 Gardens open all day 10-6.
 Giverny is 69 kilometres from Paris via the autoroute to Normandy.
 Train Paris-Rouen from Gare St Lazare. Get out at Vernon (return fare fr80). Bus or taxi to Giverny from Vernon (five kilometres). Bus tours arranged by Paris Vision fr250.

Musée Marmotton
 2 Rue Louis Boilly. Metro station Muet. Open 10-6. Closed Mondays.

Musée du Jeu De Paume
 Place de la Concorde. Open 9.45-5.15pm. Closed Tuesdays.

Normandy: worth savouring
Shattered myths

CLARE WYNTER

Who was it who perpetrated the myth that white cliffs are an exclusively English phenomenon? This and another *idée reçue* that Normandy is only somewhere to be passed through as quickly as possible on the way to warmer, more exotic climes, have prevented many English people from savouring Norman charms. France has its own "elaborate coast" which, stretching for miles from Le Tréport to beyond Etretat, is dramatic and lonely, its harsh light softened by the hazy Normandy light and the sea, milky from continually eating its way into the chalk. Climb the steep cliffs out of the vast chalk plateau of the Pays de Caux, where dry valleys (vallees) are to be found. The sea, having eaten into the rock below, made cracks so that the rivers drained away, leaving the valleys suspended.

Idly driving through this country, the tourist stumbles upon unexpected beauty, breathtaking glimpses of the white cliffs between the trees which line the coastal valleys, or sudden rewarding glimpses into France's literary or artistic history. This is the country of Flaubert and Maupassant, while the misty light and interplay of sunlight and water attracted impressionists like Sisley, Pissarro and Monet to the Norman coast and the Seine estuary.

Quiet winding D roads follow the coastline from Varengeville, just west of Dieppe, to Etretat. Elegant manors, old and new, with the grey slate roofs so characteristic of Upper Normandy are strung along the sunken lane at Varengeville. The most impressive is perhaps the Manoir d'Ango, a fine Renaissance manor approached through a magnificent avenue of beech trees and celebrated for its superb dovetail, Italianate with its patterns of red and black bricks. It was built between 1533 and 1545 for Jehan Ango, a shipowner whose aggressive attitude foreshadowed that of French fishermen centuries later - he assembled a fleet that made kings tremble.

More sophisticated but less attractive than Yport is Etretat, famous because of its bizarre chalk formations, stunning in whatever light they are viewed. At the Porte d'Aval the cliff throws out a Gothic arch in a way which Maupassant compared to "an elephant plunging its trunk into the sea". Near the arch is l'Aiguille (the needle), 70 metres high and at the west end of the bay is the Manneport, an enormous door in the cliff, through which it is possible to walk at low tide.

However, Etretat has grown in an undisciplined way and an ugly concrete "residence" dominates the promenade, raising the question of how old and new, with the grey slate roofs so characteristic of Upper Normandy are strung along the sunken lane at Varengeville. The most impressive is perhaps the Manoir d'Ango, a fine Renaissance manor approached through a magnificent avenue of beech trees and celebrated for its superb dovetail, Italianate with its patterns of red and black bricks. It was built between 1533 and 1545 for Jehan Ango, a shipowner whose aggressive attitude foreshadowed that of French fishermen centuries later - he assembled a fleet that made kings tremble.

Educational Voyages
of Discovery

SUPERB NEW SCHOOLSHIP! NEW PLACES!

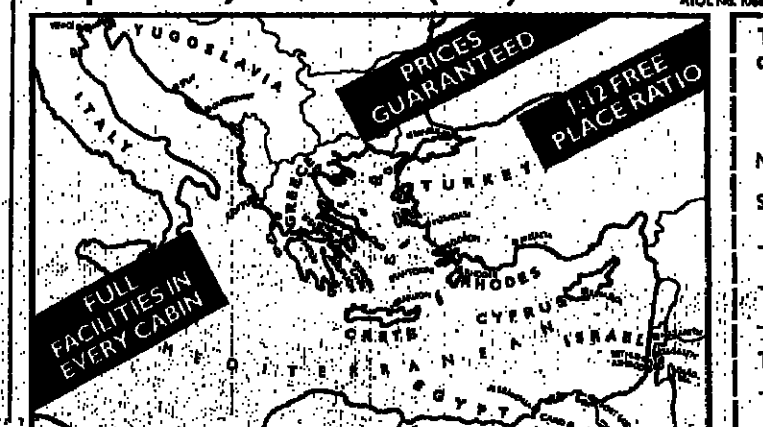
NEW FACES! NEW WAYS OF LIFE!

SCHOOLS ABROAD LTD

History, Geography, Mythology, Travel, Politics, Economics, Culture, Sociology, Psychology, Seamanship, Camaraderie, Weather, Folklore, Adventure, Common-sense, Human Understanding, Memorable Visits and Sheer Fun!

All of these and many other ingredients, some tangible, some abstract, add up to an Educational Voyage of Discovery. Truly a great and unique experience. When Schools Abroad announced its programme of educational cruises in 1982 we were enthusiastic. Now, in introducing our fourth year, with the beautiful and luxurious CASTALIA we are even more enthusiastic.

Schools Abroad Ltd., Grosvenor Hall, Bolnere Road, Haywards Heath, West Sussex RH16 4BX.
 Telephone: Haywards Heath (0444) 414122



We believe that a Schools Abroad Castalia cruise is a supreme educational experience on the finest schoolship ever. Prices from: £359 excursions extra

Please send me:
 The Schools Abroad Programme of 8-12 day cruises visiting Egypt, Israel, Greece, Yugoslavia, Turkey, Cyprus
 Autumn '87 to Spring '88

Name _____
 School Name & Address _____
 Post Code _____
 Telephone No. (School) _____
 Telephone No. (Home) _____

EILAT
ALREADY SO SOON

Eilat is back. The sun is cooling to a pleasant 80° and our new winter programme is underway and includes:

FLIGHTS FROM GATWICK TO TEL AVIV AND EILAT. AND MANCHESTER TO EILAT. FROM ONLY £220. THE BEST OF THE HOTELS FROM ONLY £220. TWO CENTRE HOLIDAYS WITH A DIFFERENCE. BUT AND MATCH FLIGHTS + HOTELS. FLY DRIVE WITH DEAL.

DO NOT MISS. NO SINGLE SUPPLEMENT. SPORTS AND THE SINGLE GIRL (OR BOY). THREE FOR TWO. YOU NAME IT WE DO IT. EILAT IS WHERE IT'S AT AND AT OUR PRICES. BEEN IN BELIEVING. SEND FOR THE ADVANCE INFORMATION SHEET. NOW AVAILABLE FROM:

SPEED/ING

4th Floor, 1-2 John Princes Street,
London W1M 9HD
Tel: 01-629 3368
ATOL 1824

SCHOOL CANAL HOLIDAYS

IN SELF-DRIVE BOATS
recreation plus education

Canal boats make ideal comfortable mobile bases for the relaxed study of the countryside, wildlife, geography, social and industrial history etc. and for learning teamwork.

Our boathouse is situated at the hub of the historic West canal system (where canals began) with many opportunities for educational visits to routes to Cheshire, the Boat Museum, the Potteries, Lion Salt Works, Manchester Museums etc. many large houses and other places of interest.

We have considerable experience with school groups and have many regular clients. Cost from £10 per head per week.

A fascinating holiday for children and staff alike.

Boat Hire from
MIDDLEWICH MARSHBOARDS
CANAL TERRACE, MIDDLEWICH, CHESH. TEL 2160
QUOTE REFERENCE 8 (0240)

SKI NORDIC
CROSS COUNTRY SKIING,
X-C DOWNHILL,
TELEMARKING,
SKI TOURING

Week and weekend courses
BASIC INTERMEDIATE ADVANCED
Individuals, families,
UK's largest Nordic Ski Hire.
UK's widest sales selection and
mail order.

40km waymarked ski trails.
Our sixteenth season.
HIGHLAND GUIDES
INVERDOUG, AVIMORE, PH22 1QH
Tel: 0476 610723 (0218)

INDIA

11 to 45 DAY TOURS
Rajasthan, North India, South India, Darjeeling,
Rann of Kutch, Kashmir,
BANGLADESH & BURMA
Also Nepal, Assam & Bangladesh
NEPAL, THAILAND
8 to 24 days
MADAGASCAR, TURKEY, MIDDLE EAST
& 500 LANDS
Plus overland London to Kathmandu by
small coach and London to Delhi by train and many
other tour brochures.

HANN OVERLAND

108 STREATHAM HIGH ROAD
LONDON SW16 6JF Tel: 01-788 889 (0267)

OUTDOOR CENTRE.

Ideal for school and college groups.
Activities in immediate area include:
hiking, climbing, sailing, canoeing,
wind-surfing, pony-riding, orienteering,
wildlife, tennis, self-catering, with or
without instruction. Max. number 32.

Details (SAB please) from: Ardabeg
Outdoor Centre, Grantown on Spey,
Morayshire, PH26 3LD. Tel: 0478 2854.
0106

JOURNEY LATIN AMERICA

We specialise in
travel to, from
and within Latin America.

18 Devonshire Rd, London W4 2HD. Tel: 01-747 3108 (10 lines)

We run our own fully equipped small group holiday packages
as well as offering a wide range of special interest tours.
Contact us for a brochure. All our
staff have a wealth of first-hand Latin
American experience. Ask for our
Flight Bulletin and
Tour Brochure.

EXTRA

Warm welcome

MARY CRUICKSHANK

Lillywhites, West Barton, Sussex

Have you been Gundrying? If so, you are one of an increasing band of people exploring beautiful parts of the country and discovering exceptionally attractive places to stay. Your guide is Elizabeth Gundry's *Staying off the Beaten Track*, with inviting details of 250 country hotels and guest houses, offering a warm welcome, first-class hospitality, delicious food and outstanding value.

The guide grew out of what was the author's personal address book of favourite places to stay - discovered while researching some of her other travel books about England. She couldn't afford hotels and didn't much like them either and was amazed at how much nicer smaller, inexpensive places were.

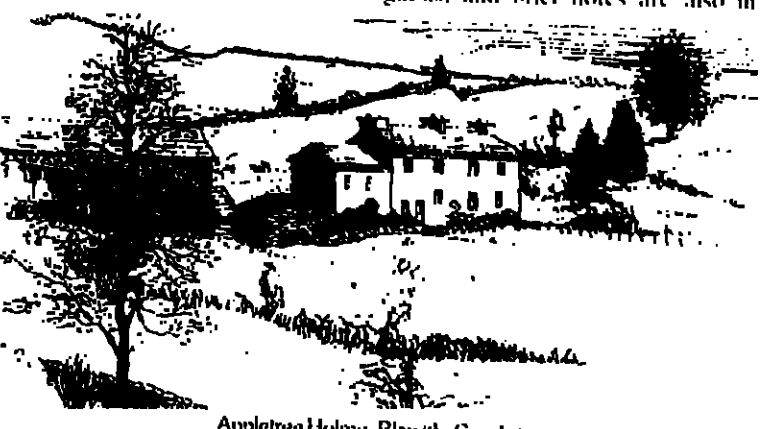
Her fears that the first edition would be out of date because of changes in owner or standards, were unfounded. Owner-occupied hotels are remarkably stable, she has discovered, and if anything, are constantly raising their standards. The book is now in its fifth edition and only one or two entries have been dropped each year because of valid complaints. Elizabeth Gundry keeps in regular contact with both the owners, through a newsletter,

and her readers (many of them teachers and doctors) who send glowing reports of "attentive service", "excellent value", "superb breakfasts" and "one of the best holidays ever".

The entries range from seaside cottages, 15th-century inns, a mock castle, a converted granary, elegant Georgian town houses and pretty thatched cottages, to isolated lakeland farms. Well over half charge between £7 and £11 for bed and breakfast, while prices for evening meals range from £5 to £15. (A brief "Upper Crust" supplement offers suggestions for those willing to pay a bit more.)

Elizabeth Gundry visits every place herself, other than a few in the north, which her brother covers. She has a thorough look at all the rooms, the gardens and kitchens and her vivid descriptions of interiors and furnishings, as well as the attractive line drawings, give the visitor a very clear idea of what to expect. The sample menus, whether of simple home cooking or of cordon bleu, make many references to local specialties and fresh, home-grown produce.

Details are given of places that have been especially adapted for disabled guests, and brief notes are also in



Appletree Holme, Blinworth, Cambs

Reformation along the Rhine

Latterday pilgrims

ANTHONY EARL

and monuments in both cities recall a tortuous schismatic period, in the shadow of which Protestants and Catholics still live.

Both cathedrals are used by large Roman Catholic congregations. At Worms, the rose-gate architecture bewilders Anglo-Saxon spectators, with its absidal chancel at both east and west ends, buttressed by pairs of fluted turrets. The massive sturdiness is more suggestive of military defence than Gothic enthusiasm. The cathedral contains a well-researched model of the Imperial palace, the rambling site of which is now a smooth-lawned park to the north of the cathedral, with no other inkling of the Diet of 1521 than a plaque recording Luther's concluding words in his self-defence "Here stand I, I can do no other. So help me God, Amen."

To the west, however, the large square contains the elaborate bronze group of 12 larger than life figures commemorating major Reformation personalities. It implied view of history, in which a trenchant Luther is surrounded by statues of Wied, Wyclif, Savonarola, and Huss, is cause enough for sceptical identification, with the help of a sound guide book.

Our need to undertake running repairs on the juggernaut of history is better represented by the discreet monument outside the park gate: a large cross split in two to symbolize the schisms of Christianity.

The towers of Speyer cathedral, in part earlier than Worms, springing excitedly above the main street, make a photogenic view from the gardens by the Rhine. Spirit of place has overcome several restorations, including one that built a West Front of debatable quality. In the eastern crypt, tombs they checked up on the counts in 1906) contain the remains of Germanic emperors and their queens of the 12th and 13th centuries.

Speyer itself, embellished by placid squares of 16th-century burgher houses and a smiling fountain, has been a centre for the Reformation. Church since the Reformation. The Diet of 1521, when the representatives united in protestation against the emperor's condemnation of Luther, took place in the Imperial Palace. The gallery

firmed the right of the Germanic states to determine their own ecclesiastical allegiance.

Whilst the Imperial buildings have disappeared, a must for both amateur and professional historians is the massive 19th-century Gothic Memorial Church, an exercise in architectural drama, that can still crowd in a congregation of over 2,000 at major events.

Copious stained glass (some of us believe that 19th-century glass is a valid art form) relates New Testament and Reformation moments. The church contains the largest organ in western Europe, with 8,000 plus pipes and 7,000 stops, now computerized, with massive bass and an almost imperceptible shrill flute.

Speyer status of both Worms and Speyer attracted large Jewish merchant communities, the former numbering 3,000 people until 1938. No latterday pilgrim, however light hearted, should omit the wonderful Romanesque synagogue, complete with ritual bath and rabbinical school. Three families only remain to care for the stone fabric reddened by fire in the Nazi Night of Broken Glass, and since restored. They symbolize the blackest pages in man's history.

The Jewish cemetery contains giant headstones from the 12th century up to the 20th. Pious visitors keep up the custom of placing stones on the graves of 12th-century rabbis. White standing in this cemetery within sight of the Cathedral, Martin Buber was inspired to write his famous lines on his double Jewish and Christian heritage. Modern men of religion have just caught up with him.

Of Speyer's Jewish past there remains only the ritual bath. The town was burnt by Louis XIV's troops and many of the older buildings are in a disarray. Trinity Church to unlock the comfortable security of a life lived on unquestioned beliefs. Church meals are inexpensive. Church meals are now under restoration. Against which to understand the

balustrades are decorated with panels illustrating Biblical and Catholic history - Protestantism came to the 1520s witnessed vividly well as religious upheaval. The Peasants' Revolt hardly reached Palatinate, the Order of Knights intervene, partly for its own sake, in the struggles between the Emperor, Northwards, towards the Rhine, majestic on a wide bluff overlooking the river. A kilometre before it flows, toward Rhine, between superb and cliffs.

Here was born the humanist man of war Franz von Sickingen the woodland path up to the gate is a statue commemorating influential encounter, in the with Ulrich von Hutten, another *dotum* figure, who was ahead of Luther in 1521 published writing in vernacular. Von Hutten's reputation, warrior apostle was damaged, became the first ever published case of syphilis.

Burg Ebernberg, now a conference centre, has a cafe open public and serving the usual creations. While in the area, a quaint spa of Bad Münster will salt-collecting herds intake make the air healthy to breathe short trip to Bad Kreuznach to see the house that once belonged to Dr Faust.

Several of Franz von Sickingen's castles centred upon the region. In his struggle with Archbishop of Trier, he sought the balance of power, his Lutheran support, and his castle of Landscheid, near the lauten. Nowadays its ruins, a wooded hill, look on to a plateau by a gigantic USAF base, and the en's death chamber is claimed as a shrine of religious art. Its courtyard serves as a square below serves superb views.

Away from the Rhine, the wooded hills open out into a tidy agricultural landscape of central Germany. The town itself is a pleasant enough centre, where, in the Church, the Lutheran and Catholic denominations united in 1910. About the villages and markets show little sign of their story, that has included the Thirty Years War, the French War, Napoleon's havoc of the present century, and the comfortable security of a life lived on unquestioned beliefs. Church meals are inexpensive. Church meals are now under restoration. Against which to understand the

EXTRA

New York: it's a wonderful town



Off Broadway

Determined not to look like the overworked tourists we are, on our first sightseeing foray into Manhattan, we leave cameras and maps behind, put on our snazziest and head for Madison Avenue.

It is early morning and chic excess of both sexes are advancing towards us in their rigours. Wow, the style. The women look so in charge, the men so sure of themselves in their Perry's, Ralph's, Calvin's and Giorgio's. Then we catch the footgear and gaze in disbelief. Crêpe-de-chine, monogrammed shirts, rolled lapels... and running shoes. And, not to forget, the carrying of the obligatory plastic bag to pop them into when the office is reached. Sneakers and haute couture: the great divide between the Manhattanites and out-of-town hicks.

Sneakers are a boon for a folk relentlessly on the move. It is not asking the way that reveals you as a tourist - most New Yorkers are lost themselves - it is the fact that you are simply standing admiring the light glinting on some giant of a building while the rest of the city is jogging, biking, making money, working out, roller skating or flicking fridges.

The pace of life infects the lingo. New Yorkers are in too great a hurry to "huh" as in "Huh Fourteenth Street". To pick up real New Yorkers listen to Archie Bunker, New York's Alf Garnett, in the US "Till death us do part" equivalent on your hotelroom telly. Then practise on the nearest cop. "I need Fifth Avenue at Toilet-toilet Street" may just get you to Fifth at Thirty-third.

If you avoid doing daft things like going in the opposite direction to the 30,000 employees pouring out of the World Trade Centre at five, the best - and most colourful way - to see New York is on foot.

LYNN GEORGE



The quantity and scale of choice of where to walk to, however, is numbing. Fancy doing one of the 40 museums? How about the Metropolitan with 25,000 exhibits? After that you will certainly feel like a bite - take your pick from 15,000 eateries in Manhattan alone.

Awesome assortment is at every level. Feeling lonely? Whether you are plump, black, sexy, mature, sporty, Jewish, Catholic, a classical music lover, looking for a lesbian lunch chum, a Gay brunch buddy, or even a herpes sufferer, there is a special dating service for you. The same with counselling. Temperamental artists, stage-fright singers, cocaine sniffers, people who grew up in War Zones are all individually catered for. And in Peter Pan town where showing one's Well, buy another as a present. You think about it, I'll be waiting. Have a good day now.

If you want more bite to the Big Apple walk down 42nd Street, for instance, for the winos, pimps, hustlers, fire-and-brimstone preachers and guys predicting earthquakes through loudspeakers. A friendly smile at a goobler can prove fatal.

"Would you be upset if your limo didn't arrive on time?" I look blank.

He tries again. "Would you be upset 'Er, I don't have a limo."

Chews on his root thoughtfully. "Thank you very much, ma'am. Have a good day."

The observation decks at the top of any number of sky-scrapers afford temporary respite from the stimuli bailing for your attention on the streets. They offer snickers, restaurants and the usual souvenir tat. Like most indoor public areas in Manhattan they are free of litter and vandalism. Not surprisingly, as they are patrolled by gun-toting guards. And who wants to get into a shoot-out over a trifle-wrapped?

yha

LEARNING
260 Hostels 28 with field Study Centres
LIVING
Enjoyment of Countryside and Outdoor Activities
LEISURE

Independence, Fun and Friendship
For information Pack and Newsletter contact
Education Officer
YOUTH HOSTELS ASSOCIATION
Dept. TES, Trevlyn House ST ALBANS Herts AL1 2DY
Tel: (0272) 55215

"FRIGATE FOUDROYANT"

The oldest serving ship in the world now moored in the centre of Portsmouth Harbour offers a unique opportunity for young persons of 11-16 years to experience life on a ship. Eating on broadside messes and sleeping in hammocks, the Sailing/Seamanship courses carried out onboard offers an ideal opportunity to practice the skills of social and community living. Whilst the atmosphere is old the teaching methods are modern and the instructors are mature and highly experienced. Emphasis is put on safety as well as encouraging the trainee to develop their own sense of self-discipline and confidence.

The Trust has one 5-berth yacht, Wayfarer dinghies, sailing lifeboats, pulling gigs, canoes and power launches. During the week a sailing expedition to the Isle of Wight is carried out as well as educational visits to HMS VICTORY and HMS ALLIANCE, the submarine complex, THE MARY ROSE and SPITSAND FORT.

Apply: Captain Superintendent,
T/S FOUDROYANT, c/o G.P.O., Gosport,
Hants.
Tel: (0705) 582896 (0374)

INTERNATIONAL STUDY PROGRAMMES

PLANNING A SCHOOL TRIP?

Perhaps a holiday language course for your French, German or Spanish class? A tour of the USSR, USA or Israel for your school orchestra or drama group? A football or rugby tour, a skiing holiday or a gymnastics course in Romania? Or for something closer to home, an activities camp in Britain? Then contact International Study Programmes - specialists in educational travel. We offer:

- A PROFESSIONAL SERVICE. We are a small, multi-lingual team, who can offer you the benefit of over 10 years experience in organising educational programmes for schools and ministries of education worldwide. We will take care of every detail of your trip, leaving you and your students free to enjoy it to the full.

- A TAILOR-MADE PROGRAMME. We will plan a visit to suit the individual requirements of your group.

- THE RIGHT PRICE. We are used to working with both large and small budgets, and will ensure that your money goes as far as possible.

If you are planning a trip and would like to discuss it with us, or if you simply want details of our 1987 programmes and prices, phone or write to INTERNATIONAL STUDY PROGRAMMES, The Manor, Hazleton, Cheltenham, Glos. GL54 4EB. TEL: 0451 80378 (0152)

Thailand Hilltribe Walking

18 or 22 days exploring northern Thailand's hilltribe villages and Golden Triangle opium area. Including exciting river journeys and 5 or 9 days walking forest trails. From £795. Also extensions to Burma and down Malay Peninsula from Bangkok to Singapore. Over 40 other adventure holidays around the world, including camel safaris and train journeys in India, sailing in Egypt, exploring Israel, Jordan, Syria, Morocco and Mexico. Prices from about £300. Write or phone for brochure:

EXPLORE small group holidays

Explore Worldwide (TE), 7 High St, Aldershot
Hants GU11 1BH. Tel: 0252 319448 (24hrs)

Application forms and further details for the above post are available on receipt of SAE (Foolscap) from the Secretary for Education (Schools Section), County Hall, Truro, Cornwall. TR1 3BA.



**Nottinghamshire
County Council**
County Hall, West Bridgford
Nottingham NG2 7QP

DISCUSSION AND CONCLUSIONS

HUGHES/AMSTAR
K. K. & K. K. Co., Inc.
Equal Opportunity Employer
EEOE SCHEM
10000 W. 10th Ave., Suite 100
Kennesaw, GA 30144
(Mixed Comprehensive -
12-18 mixed comprehensive
acquired from January 1981.
PE teacher to teach girls
and boys in the 12-18
comprehensive PE work. In
12-18 mixed comprehensive
work. In 12-18 mixed
including a swimming pool
scale 1.

Student with removal
penises and rented housing
be available in approved
housing to buy in the area.
Application forms are available
from the office of the
Abbott, B.A., on receipt of

**All advertisements
are subject to the
conditions of
acceptance of Times
Newspapers Ltd.**

Council
ES EMPLOYER

FROM QUALIFIED TEACHERS FOR
ESSES INDICATED OTHERWISE APPLI-
(BAE FOOLSCAP) FROM THE HEAD

ATION

L. GLASTONBURY.
(HENSIVE, NOR 640).

ter to the Head at the school with
addresses of two referees.
887.

L. CREWKERNE.
(NOR 470)

ER OF ART AND HOME ECONO-
eter, enclosing full cv, the names
egs and see to the Head at the

SCHOOL, NOR 700)

S TEACHER, SCALE 1, to be in year One (9+). This is a July 1987.

EDUCATION, SCALE II OR III to group of children with education-
na.
1986.

5

PRIMARY SCHOOL, SHEPTON

X HEAD GROUP 2. As covered

referees. Please state curricular.

ST SCHOOL, FROME. (NOR
RECEPTION TEACHER,
 the Head at the school with full cv,
 on, curriculum strengths and in-
 of two referees. (see please).
ARY SCHOOL, (NOR 32)

...SCHOOL, NR. MINEHEAD. (NOR
...TEACHER, SCALE 1. A well
 teacher is required for a class of 4+
 are small rural school. Music would
...SCHOOL, NR. CREWKERNE (NOR
...FIED TEACHER, SCALE 1. An
 sence would be an advantage.
...PRIMARY SCHOOL, CHARD
...UNITY TUTOR, 4/10th **SCALE 3**
 the successful candidate would
 be local community in setting up
 community facilities at the school.
 of teaching will be an advantage.
...1987.

● 2010年10月1日起，凡在中华人民共和国境内销售货物或者提供加工、修理修配劳务以及进口货物的单位和个人，均应按照《中华人民共和国增值税暂行条例》及实施细则缴纳增值税。

THE END OF HISTORY THE COLLAPSE OF RICHARD

COLLEGE IN HOUSHAM
Salary scale 3
Required for January 1987
Head of History
Further details of the post and application form from the Principal, College, Husham Road, Husham, West Sussex RH11 2E on receipt of a.c.p. 1965811 140011

WEST SUSSEX
HEAD OF GEOGRAPHY
THE COLLEGE OF RICHARD
COLLEGE IN HOUSHAM
Salary scale 3
Required for January 1987
Head of Geography
Further details of the post and application form from the Principal, College, Husham Road, Husham, West Sussex RH11 2E on receipt of a.c.p. 1965811 140011

Scale 2 Posts and above

HAMPSHIRE
TOTTEN SIXTH FORM
COLLEGE
Water Lane, Totton,
Southampton, Hants.

N.G.H. 540 approximate
SCALF 2 - Teacher of Drama
 and English to 'A' level
 Required January 1987
 Application and curriculum
 vitae to Principal. (Tel
 Southampton 873325,
 (96143) 14002

**HERFORD
 AND WORCESTER
 COUNTY COUNCIL**

**HERFORD SIXTH FORM
 COLLEGE**
 Folly Lane, Hereford

Scale 1 Posts

NORTH YORKSHIRE
SELBY COLLEGE
(TERTIARY)
LECTURER IN BUSINESS
STUDIES
See our ad in Further Education section. (96986) 1400

V.S.O.
Please see V.S.O. display under Overseas Appointment (96424) 1400

**TAN BOROUGH
OWSLEY**
looking for
**NDARY
CHERS**

the Borough's supply team as
y's permanent staff. Supply
ols normally for a term at a
asionally remain in the same
available at Scale 1, Scale 2
xperience and qualifications.
lications from experienced
ers or retired teachers] and
the profession, for appoint-

available from Acting Borough Engineer, Huyton, or for further information please call 051 443 3223. (02452)

PSHIRE
COLLEGE
rer II in
Engineering

1987 to teach Electronics on level courses. Alton College is a s. This new post arises through courses.

Will be required to act as a course the development of courses at

obtained by sending a stamped the Principal, Alton College.

on, GU34 2LX. Application
in a curriculum vitae and the
the closing date is two weeks
this advertisement.

INDEPENDENT EDUCATION

CHESHIRE
THE KING'S SCHOOL, Macclesfield
MATHEMATICS AND PHYSICS
EDUCATION OFFICER
Required for January 1987.
Applicants should be graduates of equivalent standard at least with Sixth Form work for Mathematics and Physics. The successful candidate will be responsible for the teaching of these subjects in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, The King's School, Macclesfield, Cheshire, SK10 2JH. (0562) 13424

LONDON SIO
ELTHAM COLLEGE
HMC Formerly DO 11-18
and Boarding Places for 550 Boys Sixth Form Places
Required for January 1987, a Mathematics Graduate to join the Senior School, Burnham, Essex. The successful candidate will be responsible for the teaching of Mathematics in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, Eltham College, Eltham, London SE8 4QF. (01-855 1185) 183424

LONDON
Part-time Tutor to prepare small groups of six for 'O' Level, 3 days per week. Permanent post. Miss Dixon, Miss Wolfe, Tutor, 22 Victoria Street, SW1E 0EX. Tel: 01-222 7111 or 01-688 1185. 183424

LONDON N7
Teacher required for ACCOUNTS (A-level) starting mid-September. Pure Mathematics would be advantage. Please ring 01-263 7849. (19347) 183424

LONDON N2
FARDES GRAMMAR BOYS' SCHOOL
445-500 East End Rd., N2
Experienced Maths Teacher required. Full-Day. Burnham Scale for Afternoon Teaching only. Apply with full C.V. to the Headmaster. (32056) 183424

CHARTERHOUSE

Applications for the post of

DIRECTOR of MUSIC

in September 1987

should be addressed to:

The Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ

WOLDINGHAM SCHOOL

ASSISTANT DIRECTOR OF MUSIC

required for January 1987, a qualified graduate to be in charge of the teaching of class music to GCSE and A level, and to supervise a team of peripatetic teachers.

There is a strong musical tradition in the School and the holder of this non-resident post will share its development with the current Director of Choir and Orchestra.

Salary: Burnham with London fringe allowance at B scale commensurate with the experience and achievement of the holder.

Application, with a copy of CV and names of two referees to: The Headmistress, Woldingham School, Marden Park, Woldingham, Surrey CR3 7YA. (02090) 183424

LONDON WC1

Required urgently, experienced tutor for 4/7 & 8/9 posts to teach 'O' or 'A' level mathematics.

For interview please telephone the Registrar or write enclosing curriculum vitae, Central G.C.E. Tutorial Centre, 2nd floor, 100, Tottenham Court Road, London WC1E 6TJ. Tel: 01-259 5622. (Opposite Russell Square Station). (32234) 183424

MIDDLESEX

NORTHWOOD COLLEGE
Northwood
Independent Day and Boarding School - 480 Girls
Required in January 1987, a Mathematics Graduate to join the Senior School, Burnham, Essex. The successful candidate will be responsible for the teaching of Mathematics in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, Northwood College, Northwood, Middlesex, HA8 7JH. (01-855 1185) 183424

Modern Languages

Heads of Department

BERKSHIRE
THE LINCINN SCHOOL
Applications are invited for several posts which will be vacant in the Modern Languages Department of a Co-educational boarding school in January 1987. The successful candidate will be responsible for the teaching of the subject in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, The Lincinn School, Lincinn, Berkshire, RG1 1JH. (01-259 5622) 183424

LONDON N7
Teacher required for ACCOUNTS (A-level) starting mid-September. Pure Mathematics would be advantage. Please ring 01-263 7849. (19347) 183424

LONDON N2
FARDES GRAMMAR BOYS' SCHOOL
445-500 East End Rd., N2
Experienced Maths Teacher required. Full-Day. Burnham Scale for Afternoon Teaching only. Apply with full C.V. to the Headmaster. (32056) 183424

CHARTERHOUSE

Applications for the post of

DIRECTOR of MUSIC

in September 1987

should be addressed to:

The Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ

WOLDINGHAM SCHOOL

ASSISTANT DIRECTOR OF MUSIC

required for January 1987, a qualified graduate to be in charge of the teaching of class music to GCSE and A level, and to supervise a team of peripatetic teachers.

There is a strong musical tradition in the School and the holder of this non-resident post will share its development with the current Director of Choir and Orchestra.

Salary: Burnham with London fringe allowance at B scale commensurate with the experience and achievement of the holder.

Application, with a copy of CV and names of two referees to: The Headmistress, Woldingham School, Marden Park, Woldingham, Surrey CR3 7YA. (02090) 183424

Other Assistants

NOTTINGHAMSHIRE
Long Eaton, Nottingham
HMC 350 pupils aged 11 to 18
Required for January 1987, a Mathematics Graduate to join the Senior School, Burnham, Essex. The successful candidate will be responsible for the teaching of Mathematics in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, Long Eaton School, Long Eaton, Nottingham, NG10 2JH. (01-259 5622) 183424

KENT
BEDFORD SCHOOL
GSA, Boarding and Day
Required for January 1987, a Mathematics Graduate to join the Senior School, Burnham, Essex. The successful candidate will be responsible for the teaching of Mathematics in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, Bedford School, Bedford, Bedfordshire, MK43 0JH. (01-259 5622) 183424

Modern Languages

Heads of Department

BERKSHIRE
THE LINCINN SCHOOL
Applications are invited for several posts which will be vacant in the Modern Languages Department of a Co-educational boarding school in January 1987. The successful candidate will be responsible for the teaching of the subject in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, The Lincinn School, Lincinn, Berkshire, RG1 1JH. (01-259 5622) 183424

LONDON N7
Teacher required for ACCOUNTS (A-level) starting mid-September. Pure Mathematics would be advantage. Please ring 01-263 7849. (19347) 183424

LONDON N2
FARDES GRAMMAR BOYS' SCHOOL
445-500 East End Rd., N2
Experienced Maths Teacher required. Full-Day. Burnham Scale for Afternoon Teaching only. Apply with full C.V. to the Headmaster. (32056) 183424

CHARTERHOUSE

Applications for the post of

DIRECTOR of MUSIC

in September 1987

should be addressed to:

The Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ

WOLDINGHAM SCHOOL

ASSISTANT DIRECTOR OF MUSIC

required for January 1987, a qualified graduate to be in charge of the teaching of class music to GCSE and A level, and to supervise a team of peripatetic teachers.

There is a strong musical tradition in the School and the holder of this non-resident post will share its development with the current Director of Choir and Orchestra.

Salary: Burnham with London fringe allowance at B scale commensurate with the experience and achievement of the holder.

Application, with a copy of CV and names of two referees to: The Headmistress, Woldingham School, Marden Park, Woldingham, Surrey CR3 7YA. (02090) 183424

LONDON

KING ALFRED SCHOOL
Wentworth Road, Hendon, Middlesex
Page 77. (06728)

EAST SUSSEX
CONVENT OF ST. LADY
Wentworth Road, Hendon, Middlesex
Page 77. (06728)

KENT
BEDFORD SCHOOL
GSA, Boarding and Day
Required for January 1987, a Mathematics Graduate to join the Senior School, Burnham, Essex. The successful candidate will be responsible for the teaching of Mathematics in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, Bedford School, Bedford, Bedfordshire, MK43 0JH. (01-259 5622) 183424

Modern Languages

Heads of Department

BERKSHIRE
THE LINCINN SCHOOL
Applications are invited for several posts which will be vacant in the Modern Languages Department of a Co-educational boarding school in January 1987. The successful candidate will be responsible for the teaching of the subject in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, The Lincinn School, Lincinn, Berkshire, RG1 1JH. (01-259 5622) 183424

LONDON N7
Teacher required for ACCOUNTS (A-level) starting mid-September. Pure Mathematics would be advantage. Please ring 01-263 7849. (19347) 183424

LONDON N2
FARDES GRAMMAR BOYS' SCHOOL
445-500 East End Rd., N2
Experienced Maths Teacher required. Full-Day. Burnham Scale for Afternoon Teaching only. Apply with full C.V. to the Headmaster. (32056) 183424

CHARTERHOUSE

Applications for the post of

DIRECTOR of MUSIC

in September 1987

should be addressed to:

The Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ

WOLDINGHAM SCHOOL

ASSISTANT DIRECTOR OF MUSIC

required for January 1987, a qualified graduate to be in charge of the teaching of class music to GCSE and A level, and to supervise a team of peripatetic teachers.

There is a strong musical tradition in the School and the holder of this non-resident post will share its development with the current Director of Choir and Orchestra.

Salary: Burnham with London fringe allowance at B scale commensurate with the experience and achievement of the holder.

Application, with a copy of CV and names of two referees to: The Headmistress, Woldingham School, Marden Park, Woldingham, Surrey CR3 7YA. (02090) 183424

THE TIMES EDUCATIONAL SUPPLEMENT

Page 77. (06728)

EAST SUSSEX
CONVENT OF ST. LADY
Wentworth Road, Hendon, Middlesex
Page 77. (06728)

KENT
BEDFORD SCHOOL
GSA, Boarding and Day
Required for January 1987, a Mathematics Graduate to join the Senior School, Burnham, Essex. The successful candidate will be responsible for the teaching of Mathematics in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, Bedford School, Bedford, Bedfordshire, MK43 0JH. (01-259 5622) 183424

Modern Languages

Heads of Department

BERKSHIRE
THE LINCINN SCHOOL
Applications are invited for several posts which will be vacant in the Modern Languages Department of a Co-educational boarding school in January 1987. The successful candidate will be responsible for the teaching of the subject in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, The Lincinn School, Lincinn, Berkshire, RG1 1JH. (01-259 5622) 183424

LONDON N7
Teacher required for ACCOUNTS (A-level) starting mid-September. Pure Mathematics would be advantage. Please ring 01-263 7849. (19347) 183424

LONDON N2
FARDES GRAMMAR BOYS' SCHOOL
445-500 East End Rd., N2
Experienced Maths Teacher required. Full-Day. Burnham Scale for Afternoon Teaching only. Apply with full C.V. to the Headmaster. (32056) 183424

CHARTERHOUSE

Applications for the post of

DIRECTOR of MUSIC

in September 1987

should be addressed to:

The Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ

WOLDINGHAM SCHOOL

ASSISTANT DIRECTOR OF MUSIC

required for January 1987, a qualified graduate to be in charge of the teaching of class music to GCSE and A level, and to supervise a team of peripatetic teachers.

There is a strong musical tradition in the School and the holder of this non-resident post will share its development with the current Director of Choir and Orchestra.

Salary: Burnham with London fringe allowance at B scale commensurate with the experience and achievement of the holder.

Application, with a copy of CV and names of two referees to: The Headmistress, Woldingham School, Marden Park, Woldingham, Surrey CR3 7YA. (02090) 183424

THE TIMES EDUCATIONAL SUPPLEMENT

Page 77. (06728)

EAST SUSSEX
CONVENT OF ST. LADY
Wentworth Road, Hendon, Middlesex
Page 77. (06728)

KENT
BEDFORD SCHOOL
GSA, Boarding and Day
Required for January 1987, a Mathematics Graduate to join the Senior School, Burnham, Essex. The successful candidate will be responsible for the teaching of Mathematics in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, Bedford School, Bedford, Bedfordshire, MK43 0JH. (01-259 5622) 183424

Modern Languages

Heads of Department

BERKSHIRE
THE LINCINN SCHOOL
Applications are invited for several posts which will be vacant in the Modern Languages Department of a Co-educational boarding school in January 1987. The successful candidate will be responsible for the teaching of the subject in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, The Lincinn School, Lincinn, Berkshire, RG1 1JH. (01-259 5622) 183424

LONDON N7
Teacher required for ACCOUNTS (A-level) starting mid-September. Pure Mathematics would be advantage. Please ring 01-263 7849. (19347) 183424

LONDON N2
FARDES GRAMMAR BOYS' SCHOOL
445-500 East End Rd., N2
Experienced Maths Teacher required. Full-Day. Burnham Scale for Afternoon Teaching only. Apply with full C.V. to the Headmaster. (32056) 183424

CHARTERHOUSE

Applications for the post of

DIRECTOR of MUSIC

in September 1987

should be addressed to:

The Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ

WOLDINGHAM SCHOOL

ASSISTANT DIRECTOR OF MUSIC

required for January 1987, a qualified graduate to be in charge of the teaching of class music to GCSE and A level, and to supervise a team of peripatetic teachers.

There is a strong musical tradition in the School and the holder of this non-resident post will share its development with the current Director of Choir and Orchestra.

Salary: Burnham with London fringe allowance at B scale commensurate with the experience and achievement of the holder.

Application, with a copy of CV and names of two referees to: The Headmistress, Woldingham School, Marden Park, Woldingham, Surrey CR3 7YA. (02090) 183424

THE TIMES EDUCATIONAL SUPPLEMENT

Page 77. (06728)

EAST SUSSEX
CONVENT OF ST. LADY
Wentworth Road, Hendon, Middlesex
Page 77. (06728)

KENT
BEDFORD SCHOOL
GSA, Boarding and Day
Required for January 1987, a Mathematics Graduate to join the Senior School, Burnham, Essex. The successful candidate will be responsible for the teaching of Mathematics in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, Bedford School, Bedford, Bedfordshire, MK43 0JH. (01-259 5622) 183424

Modern Languages

Heads of Department

BERKSHIRE
THE LINCINN SCHOOL
Applications are invited for several posts which will be vacant in the Modern Languages Department of a Co-educational boarding school in January 1987. The successful candidate will be responsible for the teaching of the subject in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, The Lincinn School, Lincinn, Berkshire, RG1 1JH. (01-259 5622) 183424

LONDON N7
Teacher required for ACCOUNTS (A-level) starting mid-September. Pure Mathematics would be advantage. Please ring 01-263 7849. (19347) 183424

LONDON N2
FARDES GRAMMAR BOYS' SCHOOL
445-500 East End Rd., N2
Experienced Maths Teacher required. Full-Day. Burnham Scale for Afternoon Teaching only. Apply with full C.V. to the Headmaster. (32056) 183424

CHARTERHOUSE

Applications for the post of

DIRECTOR of MUSIC

in September 1987

should be addressed to:

The Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ

WOLDINGHAM SCHOOL

ASSISTANT DIRECTOR OF MUSIC

required for January 1987, a qualified graduate to be in charge of the teaching of class music to GCSE and A level, and to supervise a team of peripatetic teachers.

There is a strong musical tradition in the School and the holder of this non-resident post will share its development with the current Director of Choir and Orchestra.

Salary: Burnham with London fringe allowance at B scale commensurate with the experience and achievement of the holder.

Application, with a copy of CV and names of two referees to: The Headmistress, Woldingham School, Marden Park, Woldingham, Surrey CR3 7YA. (02090) 183424

THE TIMES EDUCATIONAL SUPPLEMENT

Page 77. (06728)

EAST SUSSEX
CONVENT OF ST. LADY
Wentworth Road, Hendon, Middlesex
Page 77. (06728)

KENT
BEDFORD SCHOOL
GSA, Boarding and Day
Required for January 1987, a Mathematics Graduate to join the Senior School, Burnham, Essex. The successful candidate will be responsible for the teaching of Mathematics in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, Bedford School, Bedford, Bedfordshire, MK43 0JH. (01-259 5622) 183424

Modern Languages

Heads of Department

BERKSHIRE
THE LINCINN SCHOOL
Applications are invited for several posts which will be vacant in the Modern Languages Department of a Co-educational boarding school in January 1987. The successful candidate will be responsible for the teaching of the subject in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, The Lincinn School, Lincinn, Berkshire, RG1 1JH. (01-259 5622) 183424

LONDON N7
Teacher required for ACCOUNTS (A-level) starting mid-September. Pure Mathematics would be advantage. Please ring 01-263 7849. (19347) 183424

LONDON N2
FARDES GRAMMAR BOYS' SCHOOL
445-500 East End Rd., N2
Experienced Maths Teacher required. Full-Day. Burnham Scale for Afternoon Teaching only. Apply with full C.V. to the Headmaster. (32056) 183424

CHARTERHOUSE

Applications for the post of

DIRECTOR of MUSIC

in September 1987

should be addressed to:

The Headmaster, Charterhouse, Godalming, Surrey GU7 2DJ

WOLDINGHAM SCHOOL

ASSISTANT DIRECTOR OF MUSIC

required for January 1987, a qualified graduate to be in charge of the teaching of class music to GCSE and A level, and to supervise a team of peripatetic teachers.

There is a strong musical tradition in the School and the holder of this non-resident post will share its development with the current Director of Choir and Orchestra.

Salary: Burnham with London fringe allowance at B scale commensurate with the experience and achievement of the holder.

Application, with a copy of CV and names of two referees to: The Headmistress, Woldingham School, Marden Park, Woldingham, Surrey CR3 7YA. (02090) 183424

THE TIMES EDUCATIONAL SUPPLEMENT

Page 77. (06728)

EAST SUSSEX
CONVENT OF ST. LADY
Wentworth Road, Hendon, Middlesex
Page 77. (06728)

KENT
BEDFORD SCHOOL
GSA, Boarding and Day
Required for January 1987, a Mathematics Graduate to join the Senior School, Burnham, Essex. The successful candidate will be responsible for the teaching of Mathematics in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, Bedford School, Bedford, Bedfordshire, MK43 0JH. (01-259 5622) 183424

Modern Languages

Heads of Department

BERKSHIRE
THE LINCINN SCHOOL
Applications are invited for several posts which will be vacant in the Modern Languages Department of a Co-educational boarding school in January 1987. The successful candidate will be responsible for the teaching of the subject in the school. Salary: £10,000 per annum. Applications should be sent to the Headmaster, The Lincinn School, Lincinn, Berkshire, RG1 1JH. (01-259 5622) 183424

LONDON N7
Teacher required for ACCOUNTS (A-level) starting mid-September. Pure Mathematics would be advantage. Please ring 01-263 7849. (19347) 183424

PREPARATORY SCHOOLS

continued

By Subject Classification

Art and Design

Other Assistants

BRIGHTON

HOEDEN SCHOOL

Required: either a teacher of Art and English to teach aged 10-12. One for Art, one for English, from end of May 1987, until the end of May 1988. This is a temporary position, covering maternity leave, and could be permanent if desired.

Apply in writing, giving full curriculum vitae and names and addresses of two academic referees, to School Secretary, Hoeden School, Brighton BN1 5SR. Tel: 01273 61224.

LONDON SW7

GLENDOWER

PREPARATORY SCHOOL. 87 Queen's Gate, London SW7. Required for January 1987, part-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

English

Other Assistants

SUFFOLK

BRANDSTON HALL

Brandston, Woodbridge, Suffolk IP13 7AQ. A.P.S. 1986/87. Co-Ed. 7 to 13. Day and Boarding School. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Geography

BUCKINGHAMSHIRE

GATEWAY SCHOOL

Great Minstead, Woodbridge, Suffolk IP13 7AQ. A.P.S. 1986/87. Co-Ed. 7 to 13. Day and Boarding School. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

SURREY

POWERSIDE PREPARATORY SCHOOL

Boys (A.P.S. Day School) ages 7-14. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Mathematics

Heads of Department

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Modern Languages

Heads of Department

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Clifton Preparatory School, Bristol

HOUSEMISTRESS

Required for September 1987.

This is a unique opportunity to become the first Housemistress of Poole's, which will be redesigned and reorganized to provide a home for 60 girls when the School becomes coeducational. Family accommodation will be provided and it is almost certain that the successful applicant will be a qualified experienced teacher who will be expected to teach a reduced timetable. Teaching subject is flexible.

For further details, please write with brief cv to R S Trafford, Clifton Preparatory School, Bristol BS8 3HE.

Mathematics

Heads of Department

SUFFOLK

BRANDSTON HALL

Brandston, Woodbridge, Suffolk IP13 7AQ. A.P.S. 1986/87. Co-Ed. 7 to 13. Day and Boarding School. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

DEVON

MOUNT HOUSE SCHOOL

Tavistock, Devon PL19 9JL. A.P.S. 1986/87. Co-Ed. 7 to 13. Day and Boarding School. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

YORK

ST. OLAVE'S

The Junior School of St. Peter's. Day and Boarding, ages 8 to 13. At present 250 boys, girls will be admitted from September 1987.

Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

WEST SUSSEX

HURSTPIERPOINT COLLEGE

Univ. of Sussex, Brighton. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Heads of Department

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

Mathematics

Heads of Department

SUFFOLK

BRANDSTON HALL

Brandston, Woodbridge, Suffolk IP13 7AQ. A.P.S. 1986/87. Co-Ed. 7 to 13. Day and Boarding School. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

DEVON

MOUNT HOUSE SCHOOL

Tavistock, Devon PL19 9JL. A.P.S. 1986/87. Co-Ed. 7 to 13. Day and Boarding School. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

YORK

ST. OLAVE'S

The Junior School of St. Peter's. Day and Boarding, ages 8 to 13. At present 250 boys, girls will be admitted from September 1987.

Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

WEST SUSSEX

HURSTPIERPOINT COLLEGE

Univ. of Sussex, Brighton. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Heads of Department

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

Mathematics

Heads of Department

SUFFOLK

BRANDSTON HALL

Brandston, Woodbridge, Suffolk IP13 7AQ. A.P.S. 1986/87. Co-Ed. 7 to 13. Day and Boarding School. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

DEVON

MOUNT HOUSE SCHOOL

Tavistock, Devon PL19 9JL. A.P.S. 1986/87. Co-Ed. 7 to 13. Day and Boarding School. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

YORK

ST. OLAVE'S

The Junior School of St. Peter's. Day and Boarding, ages 8 to 13. At present 250 boys, girls will be admitted from September 1987.

Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

WEST SUSSEX

HURSTPIERPOINT COLLEGE

Univ. of Sussex, Brighton. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Heads of Department

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

ESSEX

ALVEYN COURT

PREPARATORY SCHOOL. Alveyn Court, Essex. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

Mathematics

Heads of Department

SUFFOLK

BRANDSTON HALL

Brandston, Woodbridge, Suffolk IP13 7AQ. A.P.S. 1986/87. Co-Ed. 7 to 13. Day and Boarding School. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

DEVON

MOUNT HOUSE SCHOOL

Tavistock, Devon PL19 9JL. A.P.S. 1986/87. Co-Ed. 7 to 13. Day and Boarding School. Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

Apply in writing with C.V. to the Headmistress.

Other Assistants

YORK

ST. OLAVE'S

The Junior School of St. Peter's. Day and Boarding, ages 8 to 13. At present 250 boys, girls will be admitted from September 1987.

Required for January 1987, full-time teacher for English and Mathematics. Salary Scale.

STOKE ON TRENT CAULDON COLLEGE OF FURTHER AND HIGHER EDUCATION

Senior Lecturer in Fashion

Senior Lecturer in Management/Computing Studies

Senior Lecturer in Accountancy Studies

Lecturer II in Beauty Therapy

Lecturer I in Hotel Catering Management and Control

Applications forms and further particulars are available from the Vice Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent, ST4 2DG. Telephone: Stoke-on-Trent (0782) 202561, extension 327 or 306.

Canvassing will disqualify. Trade Union membership encouraged. An Equal Opportunity Employer.

Staffordshire County Council

Application forms and further particulars are available from the Vice Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent, ST4 2DG. Telephone: Stoke-on-Trent (0782) 202561, extension 327 or 306.

Canvassing will disqualify. Trade Union membership encouraged. An Equal Opportunity Employer.

Staffordshire County Council

Application forms and further particulars are available from the Vice Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent, ST4 2DG. Telephone: Stoke-on-Trent (0782) 202561, extension 327 or 306.

Canvassing will disqualify. Trade Union membership encouraged. An Equal Opportunity Employer.

Staffordshire County Council

Application forms and further particulars are available from the Vice Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent, ST4 2DG. Telephone: Stoke-on-Trent (0782) 202561, extension 327 or 306.

Canvassing will disqualify. Trade Union membership encouraged. An Equal Opportunity Employer.

Staffordshire County Council

Application forms and further particulars are available from the Vice Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent, ST4 2DG. Telephone: Stoke-on-Trent (0782) 202561, extension 327 or 306.

Canvassing will disqualify. Trade Union membership encouraged. An Equal Opportunity Employer.

Staffordshire County Council

Application forms and further particulars are available from the Vice Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent, ST4 2DG. Telephone: Stoke-on-Trent (0782) 202561, extension 327 or 306.

Canvassing will disqualify. Trade Union membership encouraged. An Equal Opportunity Employer.

Staffordshire County Council

Application forms and further particulars are available from the Vice Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent, ST4 2DG. Telephone: Stoke-on-Trent (0782) 202561, extension 327 or 306.

Canvassing will disqualify. Trade Union membership encouraged. An Equal Opportunity Employer.

Staffordshire County Council

Application forms and further particulars are available from the Vice Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent, ST4 2DG. Telephone: Stoke-on-Trent (0782) 202561, extension 327 or 306.

Canvassing will disqualify. Trade Union membership encouraged. An Equal Opportunity Employer.

Staffordshire County Council

Application forms and further particulars are available from the Vice Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent, ST4 2DG. Telephone: Stoke-on-Trent (0782) 202561, extension 327 or 306.

Canvassing will disqualify. Trade Union membership encouraged. An Equal Opportunity Employer.

Staffordshire County Council

Application forms and further particulars are available from the Vice Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent, ST4 2DG. Telephone: Stoke-on-Trent (0782) 202561, extension 327 or 306.

Canvassing will disqualify. Trade Union membership encouraged. An Equal Opportunity Employer.

Staffordshire County Council

COLLEGES OF FURTHER EDUCATION

continued

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

HINCKLEY COLLEGE OF FURTHER EDUCATION

London Road, Hinckley, Leics. LE10 1HQ

LECTURER IN BUSINESS STUDIES (2 posts)

Applications are invited for the posts of Lecturer I in Business Studies from 1st January 1987.

The successful candidate will be expected to offer a variety of subject areas dependent on relevant experience and qualifications. The post will involve teaching on a wide range of courses and will be expected to work as an effective member of a team. The person appointed will have a positive and caring attitude towards students and will be expected to show initiative and leadership in their work. The Department is looking for someone who can contribute to the process of curriculum change and an interest in Information Technology and its impact on the Business Studies curriculum will be valuable. In addition to teaching, the post will involve various administrative and pastoral duties.

Applicants should have a relevant degree or appropriate professional qualification and a teaching qualification and recent industrial experience would be desirable.

Further details and application forms can be obtained from the Principal. Applications should be returned within 14 days of the appearance of this advertisement. (39010) 220026

Worcester Technical College

Applications are invited for the following Lecturer I posts, which are available from 1st January 1987:

DEPARTMENT OF ENGINEERING

To teach a number of electrical subjects including installation practice and electronic systems.

DEPARTMENT OF CATERING

To teach Professional Trade Cookery and related theory to students pursuing City and Guilds and other courses.

DEPARTMENT OF SCIENCE & MATHEMATICS

To teach statistics and mathematics with some computing. (GCE 'A' level and BTEC Certificate and Diploma Courses)

DEPARTMENT OF BUILDING

LECTURER I - BRICKWORK

To teach brickwork theory and practical associated subjects.

LECTURER I - GENERAL BUILDING

To teach a range of building construction courses at all levels.

Candidates should have appropriate qualifications and recent industrial experience.

Salary: Lecturer Grade I £6,843 - £11,865 (plus £282 fringe allowance on scale dependent on qualifications and experience).

Further details and application forms can be obtained from the Principal, Worcester Technical College, Worcester WR1 2JF. Telephone: Worcester (0925) 2371. Applications should be returned within 14 days of the appearance of this advertisement. (39010) 220026

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

COLLEGE OF TECHNOLOGY

The following posts are available from January 1st 1987:

DEPARTMENT OF COMPUTING, SCIENCE & MATHEMATICS

SENIOR LECTURER

A successful candidate will be a Mathematics specialist who will lead the Mathematics section and assist in the administration of the department. An interest in the development of open learning would be an advantage.

DEPARTMENT OF GENERAL VOCATIONAL EDUCATION

LECTURER I IN MODERN LANGUAGES

The successful candidate will be able to teach French up to G.C.E. 'A' level standard. The ability to teach a second or third language, preferably German, would be an advantage.

Courses involved with this post are G.C.E. 'O' and 'A' level and B.T.E.C. Diploma. Further details and application forms are available from the Principal, North West Kent College of Further Education, 2500, Dartford, Kent DA11 9JQ. Telephone: Dartford (0474) 220026. (39014) 220026

HERFORD AND WORCESTER COUNTY COUNCIL

HERFORDSHIRE TECHNICAL COLLEGE

DEPARTMENT OF COMMUNICATION

LECTURER I IN BUSINESS STUDIES

Applications are invited for this challenging post which involves, primarily, the teaching of business and communication skills to students of a variety of courses in the fields of General Education, Motor Vehicle Studies, Electrical/Electronic Engineering, Agricultural Engineering, Hacking and Farriery.

Further details are available from the Principal's Secretary, Herfordshire Technical College, Tolly Lane, Herford, (0432) 267511, Ext. 201. Please send a stamped addressed envelope.

Worcester Technical College

Completed application forms should be submitted within two weeks of the publication of this advertisement.

Worcester Technical College

Applications are invited for the following Lecturer I posts, which are available from 1st January 1987:

DEPARTMENT OF ENGINEERING

To teach a number of electrical subjects including installation practice and electronic systems.

DEPARTMENT OF CATERING

To teach Professional Trade Cookery and related theory to students pursuing City and Guilds and other courses.

DEPARTMENT OF SCIENCE & MATHEMATICS

To teach statistics and mathematics with some computing. (GCE 'A' level and BTEC Certificate and Diploma Courses)

DEPARTMENT OF BUILDING

LECTURER I - BRICKWORK

To teach brickwork theory and practical associated subjects.

LECTURER I - GENERAL BUILDING

To teach a range of building construction courses at all levels.

Candidates should have appropriate qualifications and recent industrial experience.

Salary: Lecturer Grade I £6,843 - £11,865 (plus £282 fringe allowance on scale dependent on qualifications and experience).

Further details and application forms can be obtained from the Principal, Worcester Technical College, Worcester WR1 2JF. Telephone: Worcester (0925) 2371. Applications should be returned within 14 days of the appearance of this advertisement. (39010) 220026

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

COLLEGE OF TECHNOLOGY

The following posts are available from January 1st 1987:

DEPARTMENT OF COMPUTING, SCIENCE & MATHEMATICS

SENIOR LECTURER

A successful candidate will be a Mathematics specialist who will lead the Mathematics section and assist in the administration of the department. An interest in the development of open learning would be an advantage.

DEPARTMENT OF GENERAL VOCATIONAL EDUCATION

LECTURER I IN MODERN LANGUAGES

The successful candidate will be able to teach French up to G.C.E. 'A' level standard. The ability to teach a second or third language, preferably German, would be an advantage.

Courses involved with this post are G.C.E. 'O' and 'A' level and B.T.E.C. Diploma. Further details and application forms are available from the Principal, North West Kent College of Further Education, 2500, Dartford, Kent DA11 9JQ. Telephone: Dartford (0474) 220026. (39014) 220026

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

WIGSTON COLLEGE OF FURTHER EDUCATION

London Road, Wigston, Leicestershire LE18 5DW

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

CHARLES KENNEL COLLEGE OF FURTHER EDUCATION

Point Street, Leicester LE1 5AA

DEPARTMENT OF BUSINESS STUDIES

LECTURER IN BUSINESS STUDIES

Applications are invited for this challenging post which involves, primarily, the teaching of business and communication skills to students of a variety of courses in the fields of General Education, Motor Vehicle Studies, Electrical/Electronic Engineering, Agricultural Engineering, Hacking and Farriery.

Further details are available from the Principal's Secretary, Herfordshire Technical College, Tolly Lane, Herford, (0432) 267511, Ext. 201. Please send a stamped addressed envelope.

Worcester Technical College

Completed application forms should be submitted within two weeks of the publication of this advertisement.

Worcester Technical College

Applications are invited for the following Lecturer I posts, which are available from 1st January 1987:

DEPARTMENT OF ENGINEERING

To teach a number of electrical subjects including installation practice and electronic systems.

DEPARTMENT OF CATERING

To teach Professional Trade Cookery and related theory to students pursuing City and Guilds and other courses.

DEPARTMENT OF SCIENCE & MATHEMATICS

To teach statistics and mathematics with some computing. (GCE 'A' level and BTEC Certificate and Diploma Courses)

DEPARTMENT OF BUILDING

LECTURER I - BRICKWORK

To teach brickwork theory and practical associated subjects.

LECTURER I - GENERAL BUILDING

To teach a range of building construction courses at all levels.

Candidates should have appropriate qualifications and recent industrial experience.

Salary: Lecturer Grade I £6,843 - £11,865 (plus £282 fringe allowance on scale dependent on qualifications and experience).

Further details and application forms can be obtained from the Principal, Worcester Technical College, Worcester WR1 2JF. Telephone: Worcester (0925) 2371. Applications should be returned within 14 days of the appearance of this advertisement. (39010) 220026

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

COLLEGE OF TECHNOLOGY

The following posts are available from January 1st 1987:

DEPARTMENT OF COMPUTING, SCIENCE & MATHEMATICS

SENIOR LECTURER

A successful candidate will be a Mathematics specialist who will lead the Mathematics section and assist in the administration of the department. An interest in the development of open learning would be an advantage.

DEPARTMENT OF GENERAL VOCATIONAL EDUCATION

LECTURER I IN MODERN LANGUAGES

The successful candidate will be able to teach French up to G.C.E. 'A' level standard. The ability to teach a second or third language, preferably German, would be an advantage.

Courses involved with this post are G.C.E. 'O' and 'A' level and B.T.E.C. Diploma. Further details and application forms are available from the Principal, North West Kent College of Further Education, 2500, Dartford, Kent DA11 9JQ. Telephone: Dartford (0474) 220026. (39014) 220026

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

NORTH YORKSHIRE COLLEGE

LEICESTERSHIRE COUNTY COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

LECTURER IN BUSINESS STUDIES

Applications are invited for this challenging post which involves, primarily, the teaching of business and communication skills to students of a variety of courses in the fields of General Education, Motor Vehicle Studies, Electrical/Electronic Engineering, Agricultural Engineering, Hacking and Farriery.

Further details are available from the Principal's Secretary, Herfordshire Technical College, Tolly Lane, Herford, (0432) 267511, Ext. 201. Please send a stamped addressed envelope.

Worcester Technical College

Completed application forms should be submitted within two weeks of the publication of this advertisement.

Worcester Technical College

Applications are invited for the following Lecturer I posts, which are available from 1st January 1987:

DEPARTMENT OF ENGINEERING

To teach a number of electrical subjects including installation practice and electronic systems.

DEPARTMENT OF CATERING

To teach Professional Trade Cookery and related theory to students pursuing City and Guilds and other courses.

DEPARTMENT OF SCIENCE & MATHEMATICS

To teach statistics and mathematics with some computing. (GCE 'A' level and BTEC Certificate and Diploma Courses)

DEPARTMENT OF BUILDING

LECTURER I - BRICKWORK

To teach brickwork theory and practical associated subjects.

LECTURER I - GENERAL BUILDING

To teach a range of building construction courses at all levels.

Candidates should have appropriate qualifications and recent industrial experience.

Salary: Lecturer Grade I £6,843 - £11,865 (plus £282 fringe allowance on scale dependent on qualifications and experience).

Further details and application forms can be obtained from the Principal, Worcester Technical College, Worcester WR1 2JF. Telephone: Worcester (0925) 2371. Applications should be returned within 14 days of the appearance of this advertisement. (39010) 220026

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

COLLEGE OF TECHNOLOGY

The following posts are available from January 1st 1987:

DEPARTMENT OF COMPUTING, SCIENCE & MATHEMATICS

SENIOR LECTURER

A successful candidate will be a Mathematics specialist who will lead the Mathematics section and assist in the administration of the department. An interest in the development of open learning would be an advantage.

DEPARTMENT OF GENERAL VOCATIONAL EDUCATION

LECTURER I IN MODERN LANGUAGES

The successful candidate will be able to teach French up to G.C.E. 'A' level standard. The ability to teach a second or third language, preferably German, would be an advantage.

Courses involved with this post are G.C.E. 'O' and 'A' level and B.T.E.C. Diploma. Further details and application forms are available from the Principal, North West Kent College of Further Education, 2500, Dartford, Kent DA11 9JQ. Telephone: Dartford (0474) 220026. (39014) 220026

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

WIGSTON COLLEGE OF FURTHER EDUCATION

London Road, Wigston, Leicestershire LE18 5DW

WEST GLAMORGAN County Council

EDUCATION DEPARTMENT

Lecturing Vacancies

Applications are invited for the following posts to commence in January, 1987, or earlier where possible. Application forms and further details for the following posts must be obtained from the appropriate College concerned.

NEATH COLLEGE, Dwr-y-Felin Road, Neath, SA10 7RF.

1. LECTURER II. Carpentry and Joinery.

A person with industrial and teaching experience is required to act as Course Co-ordinator in Carpentry and Joinery and to take responsibility for the organisation of the Associated Workshops. The person appointed will be suitably qualified to teach to the level of Advanced Craft in Carpentry and Joinery, the Craft Certificate in Wood Machining and certain areas on the B.T.E.C. Diploma/Certificate in Building Studies. (Post Ref: 4:20:86).

2. LECTURER II. English and Communication.

Honours Graduate in English to teach 'A' level Literature and contribute to curriculum development in AEB 'A' level Communication and in G.C.E. Modules on a variety of B.T.E.C. Diplomas. Flexibility of approach and breadth of teaching experience and interest essential. Experience of and interest in T.V.E.I. or C.P.V.E. developments in the field of Communication Media Studies an advantage. (Post Ref: 5:20:86).

3. LECTURER II. Chemistry.

Candidates must be good Honours Graduates in Chemistry. The successful candidate will teach on a wide variety of courses including 'A' level, B.T.E.C. National Diploma and Higher National Certificate in Science. Research/Industrial experience together with a higher degree would be advantageous. The person appointed will be expected to have a Course Co-ordinating role in one of the above areas. (Post Ref: 6:20:86).

Application forms and further particulars can be obtained from the appropriate College concerned on receipt of a large, stamped addressed envelope, quoting the post reference.

The CLOSING DATE for receipt of completed application forms is THURSDAY, 9th OCTOBER, 1986. (24049)

BLACKBURN COLLEGE

An Institution of Tertiary and Higher Education

Feldden Street, Blackburn BB2 1LH

School of Mechanical and Production Engineering

LECTURER I - MOTOR VEHICLE ENGINEERING

Required to teach a range of courses involving motor vehicle skills and related vehicle subjects for light vehicles. Knowledge and experience in light vehicle repair and maintenance is essential.

Application forms and further details available from the Vice Principal (

Teaching experience that's unique in Essex

Burnham Scale 1 + Community Homes addition (£1,206) + £264 Fringe Allowance (pro rata for part-time)

Boyles Court is a community home with education, catering for disturbed and disruptive young people. The centre is set in attractive parklands on the outskirts of Brentwood.

A valuable county resource, Boyles Court provides positive intervention which in 90 per cent of even the most difficult cases makes secure accommodation unnecessary. The home is now being enlarged to take 36 boys and girls on a long or short term basis. The education provision is currently being expanded and is due to operate in its new form from January 1987. We now need two additional teachers.

Education is generally provided in the mornings, while in the afternoons teachers and carers work together on diverse activity programmes.

GENERAL SUBJECTS/REMEDIATION EDUCATION Full-Time

The full-time teacher will undertake general subject teaching and in particular will provide remedial education as required. He/she will be involved in the implementation of a 16+ programme. Experience of remedial work essential. Experience of residential care/education and an interest in developing a programme of general science desirable.

ART AND CRAFT Part-Time

This involves a 12½ hour week.

Informal enquiries to and application form from David Rowland, Senior Assistant Officer-in-Charge, Boyles Court, Dark Lane, Great Warley, Brentwood, Essex. Telephone: Brentwood (0277) 222785, extension 45.

Removal expenses may be payable.

Closing date: 10th October 1986.



Somerset County Council

COMMUNITY EDUCATION SERVICE

The County Council is firmly committed to a major expansion of its Community Education Service. The service is currently delivered in a variety of ways, including the development of full time Community Education staff in sixteen of our secondary schools. The expansion will include the establishment of new posts, including the following appointments from January 1987.

- 1 THE BLAKE SCHOOL, BRIDGWATER (11-16 mixed comprehensive NOR 959) HEAD OF COMMUNITY EDUCATION, BURNHAM SCALE 4
- 2 SYDENHAM COMMUNITY SCHOOL, BRIDGWATER (11-16 mixed comprehensive NOR 958) COMMUNITY TUTOR, BURNHAM SCALE 3
- 3 MAIDEN BEECH MIDDLE SCHOOL, CREWKERNE (9-13 mixed middle school NOR 497) COMMUNITY TUTOR, BURNHAM 3

In each case we are seeking to attract candidates, who must be qualified teachers, with a successful track record in Community Education. We are looking for people with ideas and imagination who can demonstrate a proven ability to work with a wide variety of groups and individuals and also make a substantial contribution to the curriculum. Applications forms and further particulars from the Headteacher at the school. Closing Date 10th October 1986.

(02456)



LONDON FEDERATION OF BOYS' CLUBS SENIOR TRAINING OFFICER

A vacancy exists for a dynamic person with experience of Training, preferably in the field of Youth Work, to run the Training Department and develop a progressive programme of member and adult training courses.

PUBLIC RELATIONS OFFICER

Applications are also invited for the post of PUBLIC RELATIONS OFFICER. Applicants must be suitable qualified, creative, enthusiastic, imaginative and prepared to work some unsocial hours including weekends.

This is an excellent opportunity to join a professional, enthusiastic team at a salary between £10,000 and £15,000 (point on scale dependent on age, experience and qualifications). Benefits package to be negotiated. For details write: R. E. Edwards, General Secretary, L.F.B.C., 121, Kennington Park Road, SE11 4JN.

(02456)

YOUTH & COMMUNITY continued

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

ROUNDHILL COMMUNITY CENTRE

997 Milton Road, Thurington, Leicestershire LE4 6GQ

ASSISTANT PRINCIPAL (COMMUNITY)

An Assistant Principal is required for January 1987 on the promotion of the present holder to another Authority.

The successful candidate will be expected to share the Council's commitment to lifelong education and to make an imaginative contribution to the wider community. The post holder will be responsible for the development of the whole community and for the provision of a wide range of opportunities offered to adults and young people in the local community.

Salary: Burnham £1,100.00

Further details and application forms available from the Principal of the College on receipt of SAE. Closing date: 10th October 1986. (32003) 440000

LONDON E1 ASSOCIATION FOR TEACHING YOUTH WORK

A vacancy exists for a Director of Development & Training. A vacancy exists for a Director of Development & Training. A vacancy exists for a Director of Development & Training.

Application forms and job descriptions available from the Executive Director, A.T.W., 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 303, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333, 335, 337, 339, 341, 343, 345, 347, 349, 351, 353, 355, 357, 359, 361, 363, 365, 367, 369, 371, 373, 375, 377, 379, 381, 383, 385, 387, 389, 391, 393, 395, 397, 399, 401, 403, 405, 407, 409, 411, 413, 415, 417, 419, 421, 423, 425, 427, 429, 431, 433, 435, 437, 439, 441, 443, 445, 447, 449, 451, 453, 455, 457, 459, 461, 463, 465, 467, 469, 471, 473, 475, 477, 479, 481, 483, 485, 487, 489, 491, 493, 495, 497, 499, 501, 503, 505, 507, 509, 511, 513, 515, 517, 519, 521, 523, 525, 527, 529, 531, 533, 535, 537, 539, 541, 543, 545, 547, 549, 551, 553, 555, 557, 559, 561, 563, 565, 567, 569, 571, 573, 575, 577, 579, 581, 583, 585, 587, 589, 591, 593, 595, 597, 599, 601, 603, 605, 607, 609, 611, 613, 615, 617, 619, 621, 623, 625, 627, 629, 631, 633, 635, 637, 639, 641, 643, 645, 647, 649, 651, 653, 655, 657, 659, 661, 663, 665, 667, 669, 671, 673, 675, 677, 679, 681, 683, 685, 687, 689, 691, 693, 695, 697, 699, 701, 703, 705, 707, 709, 711, 713, 715, 717, 719, 721, 723, 725, 727, 729, 731, 733, 735, 737, 739, 741, 743, 745, 747, 749, 751, 753, 755, 757, 759, 761, 763, 765, 767, 769, 771, 773, 775, 777, 779, 781, 783, 785, 787, 789, 791, 793, 795, 797, 799, 801, 803, 805, 807, 809, 811, 813, 815, 817, 819, 821, 823, 825, 827, 829, 831, 833, 835, 837, 839, 841, 843, 845, 847, 849, 851, 853, 855, 857, 859, 861, 863, 865, 867, 869, 871, 873, 875, 877, 879, 881, 883, 885, 887, 889, 891, 893, 895, 897, 899, 901, 903, 905, 907, 909, 911, 913, 915, 917, 919, 921, 923, 925, 927, 929, 931, 933, 935, 937, 939, 941, 943, 945, 947, 949, 951, 953, 955, 957, 959, 961, 963, 965, 967, 969, 971, 973, 975, 977, 979, 981, 983, 985, 987, 989, 991, 993, 995, 997, 999, 1001, 1003, 1005, 1007, 1009, 1011, 1013, 1015, 1017, 1019, 1021, 1023, 1025, 1027, 1029, 1031, 1033, 1035, 1037, 1039, 1041, 1043, 1045, 1047, 1049, 1051, 1053, 1055, 1057, 1059, 1061, 1063, 1065, 1067, 1069, 1071, 1073, 1075, 1077, 1079, 1081, 1083, 1085, 1087, 1089, 1091, 1093, 1095, 1097, 1099, 1101, 1103, 1105, 1107, 1109, 1111, 1113, 1115, 1117, 1119, 1121, 1123, 1125, 1127, 1129, 1131, 1133, 1135, 1137, 1139, 1141, 1143, 1145, 1147, 1149, 1151, 1153, 1155, 1157, 1159, 1161, 1163, 1165, 1167, 1169, 1171, 1173, 1175, 1177, 1179, 1181, 1183, 1185, 1187, 1189, 1191, 1193, 1195, 1197, 1199, 1201, 1203, 1205, 1207, 1209, 1211, 1213, 1215, 1217, 1219, 1221, 1223, 1225, 1227, 1229, 1231, 1233, 1235, 1237, 1239, 1241, 1243, 1245, 1247, 1249, 1251, 1253, 1255, 1257, 1259, 1261, 1263, 1265, 1267, 1269, 1271, 1273, 1275, 1277, 1279, 1281, 1283, 1285, 1287, 1289, 1291, 1293, 1295, 1297, 1299, 1301, 1303, 1305, 1307, 1309, 1311, 1313, 1315, 1317, 1319, 1321, 1323, 1325, 1327, 1329, 1331, 1333, 1335, 1337, 1339, 1341, 1343, 1345, 1347, 1349, 1351, 1353, 1355, 1357, 1359, 1361, 1363, 1365, 1367, 1369, 1371, 1373, 1375, 1377, 1379, 1381, 1383, 1385, 1387, 1389, 1391, 1393, 1395, 1397, 1399, 1401, 1403, 1405, 1407, 1409, 1411, 1413, 1415, 1417, 1419, 1421, 1423, 1425, 1427, 1429, 1431, 1433, 1435, 1437, 1439, 1441, 1443, 1445, 1447, 1449, 1451, 1453, 1455, 1457, 1459, 1461, 1463, 1465, 1467, 1469, 1471, 1473, 1475, 1477, 1479, 1481, 1483, 1485, 1487, 1489, 1491, 1493, 1495, 1497, 1499, 1501, 1503, 1505, 1507, 1509, 1511, 1513, 1515, 1517, 1519, 1521, 1523, 1525, 1527, 1529, 1531, 1533, 1535, 1537, 1539, 1541, 1543, 1545, 1547, 1549, 1551, 1553, 1555, 1557, 1559, 1561, 1563, 1565, 1567, 1569, 1571, 1573, 1575, 1577, 1579, 1581, 1583, 1585, 1587, 1589, 1591, 1593, 1595, 1597, 1599, 1601, 1603, 1605, 1607, 1609, 1611, 1613, 1615, 1617, 1619, 1621, 1623, 1625, 1627, 1629, 1631, 1633, 1635, 1637, 1639, 1641, 1643, 1645, 1647, 1649, 1651, 1653, 1655, 1657, 1659, 1661, 1663, 1665, 1667, 1669, 1671, 1673, 1675, 1677, 1679, 1681, 1683, 1685, 1687, 1689, 1691, 1693, 1695, 1697, 1699, 1701, 1703, 1705, 1707, 1709, 1711, 1713, 1715, 1717, 1719, 1721, 1723, 1725, 1727, 1729, 1731, 1733, 1735, 1737, 1739, 1741, 1743, 1745, 1747, 1749, 1751, 1753, 1755, 1757, 1759, 1761, 1763, 1765, 1767, 1769, 1771, 1773, 1775, 1777, 1779, 1781, 1783, 1785, 1787, 1789, 1791, 1793, 1795, 1797, 1799, 1801, 1803, 1805, 1807, 1809, 1811, 1813, 1815, 1817, 1819, 1821, 1823, 1825, 1827, 1829, 1831, 1833, 1835, 1837, 1839, 1841, 1843, 1845, 1847, 1849, 1851, 1853, 1855, 1857, 1859, 1861, 1863, 1865, 1867, 1869, 1871, 1873, 1875, 1877, 1879, 1881, 1883, 1885, 1887, 1889, 1891, 1893, 1895, 1897, 1899, 1901, 1903, 1905, 1907, 1909, 1911, 1913, 1915, 1917, 1919, 1921, 1923, 1925, 1927, 1929, 1931, 1933, 1935, 1937, 1939, 1941, 1943, 1945, 1947, 1949, 1951, 1953, 1955, 1957, 1959, 1961, 1963, 1965, 1967, 1969, 1971, 1973, 1975, 1977, 1979, 1981, 1983, 1985, 1987, 1989, 1991, 1993, 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2021, 2023, 2025, 2027, 2029, 2031, 2033, 2035, 2037, 2039, 2041, 2043, 2045, 2047, 2049, 2051, 2053, 2055, 2057, 2059, 2061, 2063, 2065, 2067, 2069, 2071, 2073, 2075, 2077, 2079, 2081, 2083, 2085, 2087, 2089, 2091, 2093, 2095, 2097, 2099, 2101, 2103, 2105, 2107, 2109, 2111, 2113, 2115, 2117, 2119, 2121, 2123, 2125, 2127, 2129, 2131, 2133, 2135, 2137, 2139, 2141, 2143, 2145, 2147, 2149, 2151, 2153, 2155, 2157, 2159, 2161, 2163, 2165, 2167, 2169, 2171, 2173, 2175, 2177, 2179, 2181, 2183, 2185, 2187, 2189, 2191, 2193, 2195, 2197, 2199, 2201, 2203, 2205, 2207, 2209, 2211, 2213, 2215, 2217, 2219, 2221, 2223, 2225, 2227, 2229, 2231, 2233, 2235, 2237, 2239, 2241, 2243, 2245, 2247, 2249, 2251, 2253, 2255, 2257, 2259, 2261, 2263, 2265, 2267, 2269, 2271, 2273, 2275, 2277, 2279, 2281, 2283, 2285, 2287, 2289, 2291, 2293, 2295, 2297, 2299, 2301, 2303, 2305, 2307, 2309, 2311, 2313, 2315, 2317, 2319, 2321, 2323, 2325, 2327, 2329, 2331, 2333, 2335, 2337, 2339, 2341, 2343, 2345, 2347, 2349, 2351, 2353, 2355, 2357, 2359, 2361, 2363, 2365, 2367, 2369, 2371, 2373, 2375, 2377, 2379, 2381, 2383, 2385, 2387, 2389, 2391, 2393, 2395, 2397, 2399, 2401, 2403, 2405, 2407, 2409, 2411, 2413, 2415, 2417, 2419, 2421, 2423, 2425, 2427, 2429, 2431, 2433, 2435, 2437, 2439, 2441, 2443, 2445, 2447, 2449, 2451, 2453, 2455, 2457, 2459, 2461, 2463, 2465, 2467, 2469, 2471, 2473, 2475, 2477, 2479, 2481, 2483, 2485, 2487, 2489, 2491, 2493, 2495, 2497, 2499, 2501, 2503, 2505, 2507, 2509, 2511, 2513, 2515, 2517, 2519, 2521, 2523, 2525, 2527, 2529, 2531, 2533, 2535, 2537, 2539, 2541, 2543, 2545, 2547, 2549, 2551, 2553, 2555, 2557, 2559, 2561, 2563, 2565, 2567, 2569, 2571, 2573, 2575, 2577, 2579, 2581, 2583, 2585, 2587, 2589, 2591, 2593, 2595, 2597, 2599, 2601, 2603, 2605, 2607, 2609, 2611, 2613, 2615, 2617, 2619, 2621, 2623, 2625, 2627, 2629, 2631, 2633, 2635, 2637, 2639, 2641, 2643, 2645, 2647, 2649, 2651, 2653, 2655, 2657, 2659, 2661, 2663, 2665, 2667, 2669, 2671, 2673, 2675, 2677, 2679, 2681, 2683, 2685, 2687, 2689, 2691, 2693, 2695, 2697, 2699, 2701, 2703, 2705, 2707, 2709, 2711, 2713, 2715, 2717, 2719, 2721, 2723, 2725, 2727, 2729, 2731, 2733, 2735, 2737, 2739, 2741, 2743, 2745, 2747, 2749, 2751, 2753, 2755, 2757, 2759, 2761, 2763, 2765, 2767, 2769, 2771, 2773, 2775, 2777, 2779, 2781, 2783, 2785, 2787, 2789, 2791, 2793, 2795, 2797, 2799, 2801, 2803, 2805, 2807, 2809, 2811, 2813, 2815, 2817, 2819, 2821, 2823, 2825, 2827, 2829, 2831, 2833, 2835, 2837, 2839, 2841, 2843, 2845, 2847, 2849, 2851, 2853, 2855, 2857, 2859, 2861, 2863, 2865, 2867, 2869, 2871, 2873, 2875, 2877, 2879, 2881, 2883, 2885, 2887, 2889, 2891, 2893, 2895, 2897, 2899, 2901, 2903, 2905, 2907, 2909, 2911, 2913, 2915, 2917, 2919, 2921, 2923, 2925, 2927, 2929, 2931, 2933, 2935, 2937, 2939, 2941, 2943, 2945, 2947, 2949, 2951, 2953, 2955, 2957, 2959, 2961, 2963, 2965, 2967, 2969, 2971, 2973, 2975, 2977, 2979, 2981, 2983, 2985, 2987, 2989, 2991, 2993, 2995, 2997, 2999, 3001, 3003, 3005, 3007, 3009, 3011, 3013, 3015, 3017, 3019, 3021, 3023, 3025, 3027, 3029, 3031, 3033, 3035, 3037, 3039, 3041, 3043, 3045, 3047, 3049, 3051, 3053, 3055, 3057, 3059, 3061, 3063, 3065, 3067, 3069, 3071, 3073, 3075, 3077, 3079, 3081, 3083, 3085, 3087, 3089, 3091, 3093, 3095, 3097, 3099, 3101, 3103, 3105, 3107, 3109, 3111, 3113, 3115, 3117, 3119, 3121, 3123, 3125, 3127, 3129, 3131, 3133, 3135, 3137, 3139, 3141, 3143, 3145, 3147, 3149, 3151, 3153, 3155, 3157, 3159, 3161, 3163, 3165, 3167, 3169, 3171, 3173, 3175, 3177, 3179, 3181, 3183, 3185, 3187, 3189, 3191, 3193, 3195, 3197, 3199, 3201, 3203, 3205, 3207, 3209, 3211, 3213, 3215, 3217, 3219, 3221, 3223, 3225, 3227, 3229, 3231, 3233, 3235, 3237, 3239, 3241, 3243, 3245, 3247, 3249, 3251, 3253, 3255, 3257, 3259, 3261, 3263, 3265, 3267, 3269, 3271, 3273, 3275, 3277, 3279, 3281, 3283, 3285, 3287, 3289, 3291, 3293, 3295, 3297, 3299, 3301, 3303, 3305, 3307, 3309, 3311, 3313, 3315, 3317, 3319, 3321, 3323, 3325, 3327, 3329, 3331, 3333, 3335, 3337, 3339, 3341, 3343, 3345, 3347, 3349, 3351, 3353, 3355, 3357, 3359, 3361, 3363, 3365, 3367, 3369, 3371, 3373, 3375, 3377, 3379, 3381, 3383, 3385, 3387, 3389, 3391, 3393, 3395, 3397, 3399, 3401, 3403, 3405, 3407, 3409, 3411, 3413, 3415, 3417, 3419, 3421, 3423, 3425, 3427, 3429, 3431, 3433, 3435, 3437, 3439, 3441, 3443, 3445, 3447, 3449, 3451, 3453, 3455, 3457, 3459, 3461, 3463, 3465, 3467, 3469, 3471, 3473, 3475, 3477, 3479, 3481, 3483, 3485, 3487, 3489, 3491, 3493, 3495, 3497, 3499, 3501, 3503, 3505, 3507, 3509, 3511, 3513, 3515, 3517, 3519

84

NORTH WEST KENT AREA

Assistant Area In-Service Training Co-Ordinator

Arising from the restructuring of the Education Department and the reorganisation of locally based in-service education and training Kent County Council offers an exciting opportunity for a suitably qualified and experienced candidate to play a key role in the development and implementation of the

Pre-requisites for this challenging post are leadership and management skills, an ability to secure the respect and involvement of Headteachers and Teachers within the area as well as the enthusiasm and expertise to co-ordinate the effective delivery of school-focussed and school-based as well as centre-based inset.

This post offers significant opportunities for innovation and the successful candidate will be expected to make a major input in the Authority's inset programme which is being reviewed in the light of changing financial arrangements.

Salary on scale southbury HT Group 5 (£13,785-£15,243). APT & C Conditions of Service.

Post particulars and application forms (to be returned by 8th October from Brian Costello, County

**Maldstone, Kent ME14 2LJ. (Or telephone
Maldstone 671411 ext 2509 quoting reference.)**
(02679)

-KENT-  **COUNTY
COUNCIL**

Education Department

**Assistant County
Careers Officer**
(Employment & Youth Training)

S02 £10,950 - £11,604 (pay award pending).

Experienced and qualified Careers Officer to be responsible to the County Careers Officer for the oversight of Countywide Initiatives involving employment and youth training work. A commitment to regular planned employment development and promotional work will be essential, together with the ability to take responsibility for coordination of liaison with major YTS providers. Interest in computerisation of office systems and development of resources for lifeskills and enterprise education also required.

**SENIOR ADVISER FOR
HUMANITIES AND
SENIOR ADVISER FOR
INFORMATION TECHNOLOGY**

(Soulbury — Burnham HT Group 8)
£16,783 — £18,273 (pay award pending)

Required to work as members of a County Team under the direction of the Senior Inspector. Applicants should have good qualifications and relevant experience.

Application forms and further details on receipt of a s.a.e. from County Education Office, Room 5, County Hall, Martineau Lane, Norwich NR1 2DL or by telephoning Norwich (0603) 611122 ext. 358.
Closing date: 8th September 1986.

Norfolk *County Council*

Administrative Officers

**£11,000-£14,000
KINGS CROSS**

To meet the increasing demand for our services in vocational education, application is invited from mature trainers and educators with a well developed competence in administration, communication and innovation. Experience in training or teaching, preferably of job skills, is required together with appropriate qualifications of at least degree level. Please send full CV before 10 October 86 to Personnel Officer, City & Guilds of London Institute, 76 Portland Place, London, W1N 4AA.



CHRISTIAN AID

Invites applications from lay or ordained men or women for the post of

AREA SECRETARY

for
**OXFORDSHIRE, BERKSHIRE and
BUCKINGHAMSHIRE.**

The post is based in Oxford. Commitment to issues of poverty and development from Christian standpoint needed. Also proven skills in communicating with wide range of people. Car driver essential.

Write only for job description and application form enclosing a foolscap BAE to: Personnel Officer, Christian Aid, P.O. Box 1, London SW9 8BH.

Closing date for applications 22nd October.

Christian Aid
THE CHURCHES IN ACTION WITH THE WORLD'S POOR

EAST ANGLIAN EXAMINATIONS BOARD

Assistant Secretary

Applications are invited for a post as Assistant Secretary, from 1 January, 1987. This is a permanent post but a temporary appointment or secondment of 2-5 years could be available. Good academic and professional qualifications and teaching experience in Secondary Schools are required.

Salary in the range of £14,025-£15,111. Further details and an application form may be obtained from The Secretary, East Anglian Examinations Board, The Lindens, 139 Lexden Road, Colchester, Essex, CO3 3RL, telephone 0206 549595, to whom completed application forms should be returned as soon as possible and not later than Tuesday, 7 October, 1986.



NATIONAL COUNCIL FOR VOLUNTARY YOUTH SERVICES DEVELOPMENT OFFICER (TRAINING)

NCVYS seeks applications for the post of Development Officer (Training) w.e.f. 1st February 1987.

The Council is the representative body in England of 73 National Voluntary Youth Organisations and 48 Councils for Voluntary Youth Services. The Officer will assist NCVYS in encouraging its members' response to current training issues, and their co-operation in the development of training and support for voluntary youth workers.

The appointment is on NCVYS P.O. Range 25-30, starting at £12,884 per annum (plus £1,306 for London) plus £1,306 for London. Please enclose stamped address.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER

Administration General

SAFFRON WALDEN

BELL COLLEGE

ADMINISTRATIVE OFFICER

This large international residential college invites applications for the above post which carries responsibility for financial management and personnel matters.

Salary in the range £12,471 - £16,011. Excellent conditions of service including seven weeks holiday, pension scheme and BUPA.

Further particulars are available from:

The Principal's Secretary, Bell College, South Road, Saffron Walden, Essex, CB11 3DP. Tel: 07891 22818.

The Bell Educational Trust.

Readvertisement: 500000

(32253)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

DEPARTMENT OF EMPLOYMENT CAREERS SERVICE INSPECTORATE

The Department of Employment is seeking the secondment of Careers Service to the Inspectorate for periods of 2-3 years. Posts are likely to be available in most England over the next year.

Candidates should be Careers Officers with professional and management experience, wish to broaden their experience before moving to a more senior post. They need to work independently, form sound judgements, recognise and promote good practice and persuade others to accept their advice. They will have to work constructively with Careers Service staff at all levels. They will need to present their findings and recommendations to Chief Education Officers orally, as well as providing a written report to the Secretary of State and for the authority concerned.

A substantial amount of travelling, including some overnight stays is required, particularly during the induction and training period.

Detailed arrangements will be agreed with employing authorities. In general, it is possible to reimburse authorities for basic salary costs within the range of £10,142.69 (plus London Weighting of £1,365, where applicable) together with one Seconded staff would remain members of the local authorities superannuation scheme.

For candidates who cannot secure secondment from an employing authority, the Department will also consider temporary appointments for a maximum of five years.

Please phone Dinah Wheeler (01-213 7251) if you wish to discuss the possibility of secondment or appointment. You can obtain application forms from Mrs C. F. Payne, Head, Department of Employment, Caxton House, Tothill Street, London SW1H 9NF (Tel: 01-213 7675). Closing date for applications is 15th October 1986.

The Department of Employment is an equal opportunities employer and is firmly committed to equal opportunity policies. All applicants will be considered for these posts on their merits as individuals irrespective of sex, racial origin or disability.

ASSISTANT EDUCATION OFFICER

(ADMINISTRATION)

PO 2/3 £13,950 to £16,257 p.a. including LW

The RNIB is Britain's largest charity helping blind people. We employ about 1,600 staff at 36 locations including schools and colleges.

We urgently require an Assistant Education Officer (Administration) to assist in the Education and Leisure Division. The post holder reports to the Director of Education and Leisure and will be assisted by an Administrative Assistant and Secretary.

The main duties and responsibilities are:

1. To prepare financial estimates, monitor and control expenditure
2. To be responsible for processing all aspects of personnel work for 450 staff.
3. To undertake office management responsibilities within the Education Division

The successful candidate will have extensive experience of administration in relation to finance and personnel functions. It would be advantageous to have a professional qualification or part qualification e.g. A.C.I.S., Dip. Municipal Studies.

Full job description available from the Personnel Department, The Royal National Institute for the Blind, 224 Great Portland Street, London W1N 6AA.

Please apply with a cv to Mr. K. R. Lavey, Personnel Manager.

(09764)



HIGHER EXECUTIVE OFFICER

A Higher Executive Officer (HEO) is required to head a curriculum support team providing services to several Principal Professional Officers.

- Duties include:
- research/drafting tasks for senior staff;
 - planning and organisation of conferences and seminars;
 - serving on committees;
 - supervising an Executive Officer and clerical staff;
 - a wide variety of organisational/administrative tasks;
 - liaison with SCDC contacts at all levels.

Essential:

- experience in education or curriculum development;
- excellent communication skills, written and oral;
- ability to work under pressure.

Desirable:

- Office Supervisory and administrative experience.

Salary £10,745 - £13,306 (inclusive of LW). Non-contributory pension scheme.

To apply SCDC Admin Team, Newcombe House, 45 Newcombe Hill, London W11 1JB (Tel: 071 229 1134, ext. 292/293). Closing date: 10 October 1986.

EDUCATIONAL PSYCHOLOGIST

ESSEX COUNTY COUNCIL SCHOOL PSYCHOLOGICAL SERVICE/ UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

ASSOCIATE TUTOR

(INITIAL TRAINING)
HT GROUP 8 £16,785 - £18,273

Applications are invited from suitably qualified educational psychologists for this new post.

The Associate Tutor will contribute to the course of initial training for educational psychologists at the University of London Institute of Education for up to 60% of their 40% working within Essex developing projects and opportunities for trainees in the field.

Applicants should have an Honours degree in Psychology (equivalent), at least two years experience as a teacher and recognised professional training in educational psychology. At least five years successful experience in Local Authority S.P.S. will be preferable.

Application forms and further details available from the County Education Officer (P), PO Box 10, Needle House, Market Road, Chelmsford, Essex CM1 0245 267222 Ext. 2626.

Closing date: 10 October 1986.

For informal enquiries contact Ingrid Lunt, 01 534 1 John Acktaw 0245 267222 Ext. 2643.



EDUCATION DEPARTMENT

Temporary Educational Psychologist

(£10,170 - £17,148 plus £1,395 London Weighting)

A fully qualified Educational Psychologist is required on a temporary basis during a transitional period arising from changes in the permanent staff. The Service provides necessary support to the successful applicant and intends that the temporary appointment will be interesting and rewarding.

Application forms and further details are available from Mrs Kerfoot, Acting Principal Educational Psychologist, at Seabrook House, 22 Shipyard Lane, Dagenham, Essex RM8 3OR.

Closing Date: 10th October 1986.

London Borough of BARKING and DAGENHAM

Child Care

STAFFORDSHIRE

WIGHTWICK HALL EDUCATION CENTRE Times Hill, Wightwick, Nr. Gnosborough

RESIDENT HOUSEPARENT (FULL-TIME)

To work in a unit for boys aged 12 to 16 years with special educational needs, including emotional and behavioural difficulties. Duties available.

Salary £4,281 to £6,078 per annum (flexi-commodation charge).

For further particulars apply in writing to the Headmaster, (enclosure BAE for reply).

Conveyancing will disqualify.

Closing date: 10 days from publication.

Trade Union membership encouraged.

An equal opportunity employer.

STAFFORDSHIRE COUNCIL
(33513) 540000

School Health Service

BIRMINGHAM

HEALTH EDUCATION IN SCHOOLS

General Birmingham Health Education Department is looking for an energetic and innovative person to develop health education programmes in colleges, schools and nurseries across the City.

The successful candidate must be able to demonstrate a commitment to working co-operatively in a multi-disciplinary setting. Should be likely to have a background in health education or teaching.

Salary: £10,874 - £13,322 per annum (Scale 14).

The post will be based at the Centre of Community Health at Patricks, High Street, Birmingham.

Job description and application form from Senior Personnel Officer, Central Birmingham Health Authority, Vincent Drive, Edgbaston, Birmingham B15 2TG. 021-475 2222 Ext. 5705. Telephone enquiries to Mrs A. Cingul 021-440 6161.

Closing Date: 11 October 1986, (95179) 580000

UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE)

The University of Cambridge Local Examinations Syndicate is appointing Chief Examiners for the IGCSE, a new international examination to be offered for the first time in 1988.

Applicants should be under 60, with at least 5 years of recent teaching experience and at least 3 years of examining experience at a senior level.

The duties of Chief Examiners include the setting of question papers, the preparation of marking schemes and the supervision of team leaders and examiners.

Applications are invited in:

- | | |
|--------------------------------|---------------------------------------|
| Agriculture | Geography |
| Art and Design | German |
| Biology | History |
| Business Studies | Italian |
| CDT (Design and Realisation) | Latin |
| CDT (Design and Technology) | Literature (English, French, Spanish) |
| CDT (Design and Communication) | Mathematics |
| | Music |
| Chemistry | Physics |
| Child Development | Religious Studies |
| Computer Studies | Science |
| Economics | Sociology |
| English as a First Language | Social Studies |
| English as a Second Language | Spanish |
| Food Science | Spanish as a First Language |
| French as a First Language | Textiles |

Further details and application forms may be obtained from The Secretary, University of Cambridge Local Examinations Syndicate, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU.

LONDON AND EAST ANGLIAN GROUP FOR THE GCSE EXAMINATION

East Anglian Examinations Board London Regional Examinations Board University of London School Examinations Board

JOINT O-LEVEL/CSE AND GCSE EXAMINATIONS

Applications are invited for the following appointments for the June 1987 Joint O-level/CSE and subsequent GCSE examinations:

ASSISTANT EXAMINERS and VISITING ASSESSORS

HOME ECONOMICS: FOOD HOME ECONOMICS: HOME AND FAMILY ASSESSORS

CHEMISTRY, SYLLABUSES A and B DANCE

GEOLOGY HISTORY, SYLLABUSES A, B and C

ASSISTANT EXAMINERS BIOLOGY CHEMISTRY ECONOMICS

HISTORY, SYLLABUSES A, B and C

Applicants should be graduates or hold appropriate qualifications and should be under 65 with three years recent teaching experience. Application forms and further details may be obtained from The Secretary, University of London School Examinations Board, Stewart House, 32 Bedford Square, London WC1E 6BN. Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 17 October 1986.

Examiners

LONDON REGIONAL EXAMINING BOARD

Applications are invited for the following posts:

at 1987 Joint O-Level/CSE Examinations.

Examiners in Commerce, Accounting and British Government & Politics.

Assessors in British Government & Politics.

at 1987 CSE Examinations.

Examiners in Commerce, Typewriting, Office Practice, Studies History, Child Development and Media Studies (based on 'Science at Work').

Visiting Examiners (resident with a 40 mile radius of central London) in English and Latin.

Visiting Assessors (resident with a 40 mile radius of central London) in English and Latin.

Application forms and further particulars available from: D.H. Board, M.A., Secretary to the Board, London Regional Examinations Board, Lynn House, 104 Wandsworth High Street, London SW18 4LE (Tel: 01-870 8144) to whom completed forms should be returned no later than 17th October, 1986. (95011) 600000

LONDON WCS

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

Applications are invited from suitably qualified teachers for appointment as Chief Examiner for RSA Accounting Stage 1.

Applications are invited from suitably qualified persons with experience of teaching on vocational preparation schemes, working with a range of vocational preparation projects, or staff training.

Further details available from: Mrs A. J. Colley, 24 Adm. Street, Adelphi, W2N 6EX. Tel: 01-935 5111 (95923).

Miscellaneous

A SALES CAREER with Sun

in Canada offering an interesting and rewarding future, combining security and opportunity. Full time, unlimited prospects and attractive income. Three applicants, aged between 24 and 40, are complete in the area of their choice. Phone 01-935 5400, ext. 907 or write Mr. A.J. Colley, 24 Adm. Street, Adelphi, W2N 6EX. Tel: 01-935 5111 (95923).

GCSE

CHIEF EXAMINERS CHIEF MODERATORS

The Northern Examining Association invites applications for the senior appointments listed below:

Applicants should normally be under 60, with five recent years' teaching experience and at least three years' experience as senior moderator or examiner as appropriate.

ANIMAL AND PLANT HUSBANDRY Chief Examiner (re-advertisement)

BIOLOGY (HUMAN AND SOCIAL) Chief Moderator (re-advertisement)

CDT: TECHNOLOGY SYLLABUS B Module Test Writers: three appointments Chief Moderator: one appointment

HORTICULTURE (PLANT STUDIES) Chief Examiner (re-advertisement)

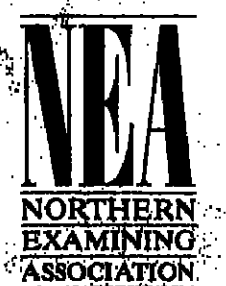
RURAL SCIENCE Chairman of Item Writers (re-advertisement)

SPANISH Chief Examiner (Reading) (re-advertisement)

Further details (including closing date for applications) and application forms may be obtained from:

NEA Examiner Appointments Joint Matriculation Board Manchester M15 6EU

Previous applicants for re-advised posts need not re-apply



TEACHER

London Transport Museum Covent Garden

£11,815 - £13,000

We need an experienced teacher to co-ordinate educational services at the London Transport Museum and to assist the Keeper with the day to day administration of the marketing, advertising, publicity and promotion of the Museum.

Applicants must have experience of teaching in primary and/or middle schools. Some knowledge of the history of London and/or its transport systems would be desirable.

This post will be filled on a short term contract basis until 31 July 1987, with the possibility that it will be made permanent.

We offer FREE TRAVEL on LT services and valuable travel concessions on British Rail for you and your family.

Please phone Pauline Murphy for further details on 01-227 3653 or write to Central Personnel, London Regional Transport, 55 Broadway, quoting reference CDV 731/E for an application form to be returned by Monday 6 October 1986.

COURSE TUTOR

British Railways, Faverdale Hall, Training and Adventure Centre, Darlington are looking for one Residential Tutor in connection with the Youth Training Scheme who is qualified and experienced in one or more of the following skills - canoeing, hill walking, rock climbing, abseiling, all round counselling and training techniques.

Must be holder of a current driving licence.

Required to reside at the school during weekdays, for which free board and accommodation is provided.

Salary: £6,500

Application form from: Principal,

British Railways, Faverdale Hall, Training and Adventure Centre

Darlington DL3 0UU.

Closing date for return of application forms, Friday, 10th October, 1986.

We're getting there

PARISH OF OUR LADY & ST JOSEPH, HANWELL, LONDON W7

Full-Time

R.E. Co-Ordinator

Required for January 1987, or as soon as possible thereafter, a suitably qualified and experienced person to join a team of three priests in an active and thriving parish.

The person appointed would be expected to continue and support the wide and varied catechetical work already in existence, and to have the ability and vision to work with other members of the team and develop parish catechetical to meet the religious education needs of various groups.

Application forms and further details from: Father John Woods, Our Lady and St Joseph's, 52, Uxbridge Road, Hanwell, London W7 9SU.

Closing date Friday 17th October.

